DOCUMENT RESUME

ED 031 659 AC 005 070

By-Koehler, Lawrence E.

Handbook for Teachers of Adults.

California State Dept. of Education, Sacramento. Bureau of Adult Education.
Pub Date 68
Note-88p.; Revised Edition.
EDRS Price MF-$0.50 HC-$4.50
Descriptors-Adult Characteristics, Bibliographies, *Curriculum Development, *Evaluation Techniques, Fringe Benefits, Guidelines, Instructional Materials, *Program Development, *Public School Adult Education, Teacher Qualifications, *Teaching Techniques
Identifiers-*California

This revised edition of the 1951 bulletin of the California State Department of Education updates materials from the original handbook, includes information from a handbook on inservice teacher training, and adds a brief history of adult education. It should be of practical value to teachers of adults, their supervisors and school administrators. The first chapter provides the history of public school adult education in California. Three chapters cover the curriculum, preparation of an instructional program, and teaching materials. The nature of the adult learner is discussed, and the methods and techniques of teaching adults. A chapter discusses evaluation of the program, staff, and/or students in adult education. Identification, recruitment, and training of teachers of adults is next covered; there is discussion of fringe benefits, such as credentials, tenure, sick leave, and retirement benefits. There is a list of selected references. (eb)

EDO 31659

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Handbook for Teachers of Adults

AC005070

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Max Rafferty—Superintendent of Public Instruction
Sacramento
1968

Handbook for Teachers of Adults

Prepared for the
Bureau of Adult Education
Division of Instruction
State Department of Education

By
Lawrence E. Koehler
Consultant in Adult Education

AC 005 070

Foreword

Adult education in California is designed to meet the needs of adults at any level. Through this program adults are provided opportunity to acquire knowledge and become proficient in using skills that will assist them in becoming better citizens, better employees, better homemakers, and better individuals.

The value of adult education is determined as much by its teachers as by its content, and there has been an increasing demand for materials that can be used to train good teachers of adults. The purpose of this handbook is to provide information regarding adult education for teachers and administrators of adult education.

Superintendent of Public Instruction

Preface

Changes in legislation and in methods of teacher training have necessitated a revision of *Handbook for Teachers of Adults,* which was published as a bulletin of the California State Department of Education in 1951. This new edition updates materials from the original handbook, includes information from *Adult Education – Handbook for In-Service Teacher Training Programs* (Bulletin of the California State Department of Education, August, 1954), and adds a brief history of adult education for the benefit of newcomers to the field.

It is anticipated that this revision of the *Handbook for Teachers of Adults* will be of practical value to the following:

- Teachers who are being oriented to the teaching of adults or who are being given inservice training
- Supervisors of teachers of adults
- School administrators who are responsible for improving the adult education curriculum and teacher-training programs
- School districts and institutions of higher learning which recruit teachers and train them

Responsibility for this revision is shared by members of the Bureau of Adult Education, California State Department of Education. Lawrence E. Koehler, Consultant in Adult Education, served as coordinator of the revision.

EUGENE GONZALES
Associate Superintendent of Public Instruction; and Chief, Division of Instruction

STANLEY SWORDER
Chief, Bureau of Adult Education

Contents

Foreword iii
Preface v

Chapter I Public School Adult Education in California 1
Brief History of Adult Education 1
The Purposes of Adult Education 2
Establishment of a Program 3
Authorization of Classes for Adults 4
Role of the Bureau of Adult Education 5
Approval of Classes for Adults 6
Approval of Forum and Lecture Series 7
Classes That May Not Be Approved as Classes for Adults . . 8
Adult Education Financing in California 8

Chapter II The Curriculum of Adult Education 10

Chapter III The Preparation of an Instructional Program 13
The Course Outline 13
Purpose 13
Objectives 14
Content of Subject Matter 14
Teaching Methods 14
Student Activities 14
Materials 15
Evaluation Methods 15
The Unit 17
The Lesson 18

Chapter IV Teaching Materials 25
Types of Teaching Materials 26
Criteria for Selection 27
Programmed Learning Materials 30
Curriculum Determination 31

Chapter V The Nature of the Adult Learner 35
Physiological and Psychological Changes 36
Laws and Principles of Adult Learning 40

Chapter VI Methods and Techniques of Teaching 42
Techniques of Teaching Adults 43
Classwork Organization by Teachers of Adults 45
Group Discussion 46
Informal Discussion 46
Small Group Conference 48
Large Group Discussion 49
The Lecture 52
The Lecture Combined with Other Methods 53
Demonstration and Illustration 54
Individual Instruction 55
Drill and Practice 56
Review 57
Projects 57
Problem Solving 57
Public Affairs Forums 59

Chapter VII Techniques of Evaluation in Adult Education . . . 60
Program Evaluation 60
Staff Evaluation 61
Student Evaluation 62

Chapter VIII Teachers of Adults 64
Identifying Teachers of Adults 64
Recruiting Teachers of Adults 65
Cooperating with the School District 66
Training Teachers of Adults 67

Chapter IX Credentials, Tenure, Sick Leave, and Retirement Benefits 69
Credentials Authorizing Service 69
Tenure for Teachers of Adults 71
Sick Leave for Teachers of Adults 72
Retirement Benefits for Teachers of Adults 73

Selected References 74

1 Public School Adult Education in California

The program of adult education offered by California's public schools has developed from one originally limited to various courses in Americanization to one that is highly organized and planned to meet many more of the continuing educational needs of adults. This program is offered in almost every community, the smallest as well as the largest. Adult education is an integral part of the total program of public education offered by California's public schools.

Brief History of Adult Education

The first evening school in California began in 1856 in San Francisco under the direction of the San Francisco Board of Education. The school consisted of a few classes conducted in the basement of St. Mary's Cathedral, with Ahira Holmes, James Denman, John Swett, and John Hammill in charge. Courses in citizenship and some elementary subjects were offered. The enrollment was approximately 300 in 1856, and the adult education program was made a permanent part of the San Francisco school system in 1870. By 1900 enrollment had grown to 6,258.

Other cities – Sacramento, Los Angeles, Oakland, and San Jose – initiated adult education programs in the years 1878 to 1887. In addition to the subjects taught in the earlier program in San Francisco, these programs included algebra, grammar, bookkeeping, and commercial arithmetic as part of the curriculum.

Until 1910, adult education was limited to a scattering of courses in certain vocational and academic subjects, but some efforts were directed toward teaching English to the foreign born. After World

War I, vocational and cultural programs grew rapidly. In 1930 state legislation allotted an additional apportionment to evening schools because of their separate administrative units. Expansion continued in the 1930s and 1940s, with the passage of legislation that made it possible to coordinate adult education programs with, but independent of, elementary and secondary school education programs. In 1945 programs were instituted to meet the continuing educational needs of adults by helping with current problems rather than limiting adult education to a remedial program.

Recognizing the potential of adult education, the federal government has encouraged states, and the state government has encouraged school districts, to offer programs in basic education for adults, English as a second language, English for speakers of other languages, and vocational training and retraining. Within the last few years, these programs have demonstrated their worth in that they have given education a new meaning and are giving the undereducated a chance to become economically self-sufficient.

The Purposes of Adult Education

The adult education program is designed to meet the personal needs of the individual, to help him meet his community responsibilities, and to help him function more effectively in society. The program of adult education is mandated by the community, and its curriculum is based upon current needs and problems.

Education for adults ranges from learning simple means of communication to solving complicated problems of human relations. This kind of education helps to develop and enrich the lives of adults and the community in which they live.

Adult education aims to extend opportunities for improved living to all adults, regardless of their class, creed, color, or previous schooling. It is an opportunity for those who have left school to attempt, once again, a program of education that will assist them to become better technicians, better parents, and better citizens. Yet in no sense is the adult school a continuation of the elementary or high school program. It is a school for adults who, in a society that places great emphasis upon the optimum development of each individual and depends upon his maximum contribution to maintain its

economy, need ample opportunities to continue their education throughout their lives.

Adult education in California has the following specific objectives for its students:

- Proficiency in meeting their economic needs and efficiency in managing the economic phases of their lives
- Sufficiently broad educational backgrounds to be able to explore new areas of learning and to make use of information thus secured
- Awareness of their civic and family responsibilities
- Appreciation of the fine arts and humanities and ability to participate in the cultural development of the community

Courses that implement these objectives are listed in Chapter II.

Establishment of a Program

Adult education is important to all communities in developing the informed, skilled, and responsible citizens upon whom democracy relies. It is especially important to school districts in sparsely populated areas of the state which do not have separate schools for adults or a division of adult education. It is possible for any community, regardless of its size, to offer classes for adults – and most communities in California do have such classes.

An adult school can be established in any high school, unified, or junior college school district when the community is ready to support education for adults. In order to make adult education programs an integral part of the community, the program administrator must determine the needs of the community and maintain good public relations between the school and the community. He should also maintain mutually helpful relations with other schools and educational activities in the school district.

Advisory committees not only enhance the relations between school and community but also are of great assistance to the

administrator of an adult school. Usually they consist of two main types: the adult education council and the ad hoc committee. Both kinds of committees are purely advisory in nature – not bodies that form final policy.

The adult education council is generally known as an advisory committee. This kind of committee participates fully in the adult education program. Formed of community leaders, it considers community needs of all kinds in making its recommendations. It tends to keep the adult education administrator alert to the needs of his community and, for the most part, furnishes more knowledge and exercises more control over educational resources in the community than the second type of advisory committee.

The second type, the ad hoc committee, can be used to great advantage by the administrator since it can be formed to consider one or more problems with which the administrator needs some kind of assistance and is disbanded when the problems are solved.

A community council or advisory committee, an ad hoc committee, or any other type of committee can be used by the administrator to collect information regarding the community. Some methods of gathering data are the spot check, the opinion poll, and the census. Each method has a specific use, and the data gathered can be used in formulating programs that will meet the needs of the community.

Authorization of Classes for Adults

California law authorizes several types of organization of adult education programs in school districts:

- The separate adult school (which may be an evening high school or evening junior college)
- The separate evening junior college
- Adult classes maintained by the day high school
- Adult classes maintained by the junior college or a junior college district

Classes for adults are maintained, then, by the day high school or by the junior college, and classes may be conducted at any hour during the day or evening or on any day except Sundays and legal holidays. Classes are operated under the same general regulations that apply to separate schools for adults, and attendance is computed on the same basis as attendance in the separate adult school. For apportionment purposes, however, attendance in adult classes is credited to the school district maintaining the classes.

The California Administrative Code, Title 5, Education, sections 122.01 and 122.02, sets forth the requirements for the administration, supervision, evaluation, curriculum development, and guidance in adult education programs in school districts maintaining classes for adults.

The standards for setting up an adult school and its curriculum are listed in *Handbook on Adult Education.*[1]

Role of the Bureau of Adult Education

The Bureau of Adult Education of the California State Department of Education has responsibility for developing policies on the state level for the operation of adult education programs. This bureau is responsible for approving separate programs for adults as well as individual courses taught in day or evening hours. The bureau is also responsible for enforcing the provisions of the California Education Code and the regulations of the State Board of Education, which are published in the California Administrative Code, Title 5, Education. The bureau advises local school boards regarding procedures for developing community adult programs and points out the legal steps involved in the administration of the program, the selection of teachers, and the types of courses that can be offered in the community. The bureau's prime responsibility is to provide leadership to all agencies and organizations concerned with public school adult education.

Some of the additional functions of the Bureau of Adult Education are as follows:

---

[1] *Handbook on Adult Education in California* (Revised edition). Prepared by the Bureau of Adult Education. Sacramento: California State Department of Education, 1966.

- Organizing and conducting for administrators workshops on administrative problems
- Organizing and conducting for teachers workshops on methods, materials, and principles
- Assisting with the selection of techniques for community surveys
- Giving assistance on teaching methods in adult education
- Developing credential standards for teachers of adults
- Preparing teachers' guides, curriculum guides, instructional materials, and statistical reports
- Conducting other activities concerning adult education programs

Special areas of interest within the Bureau of Adult Education are parent education; English for the foreign born, rapidly becoming known as English as a second language; English for speakers of other languages; occupational training and retraining; education for the handicapped and aging; adult basic education; civil defense adult education; education for migrants; and education for persons with Mexican surnames.

The current size of the adult education program, the offerings according to area of instruction, and the trends in adult education, together with other facts and figures, are summarized each year in reports from the Bureau of Adult Education.

Approval of Classes for Adults

All adult classes, whether maintained by an adult school or by the day school or by a junior college, must be approved by the Bureau of Adult Education. Classes are approved every year. The forms used in the approval process are:

- Form A-20 is used to report all classes started after October 31 that are listed in the *Handbook on Adult Education.*

- Form A-20-A is used to report courses in crafts and physical education and must be accompanied by outlines of the courses in order that such courses may be approved for apportionment purposes.

- Forms A-40, A-41, and A-40-B, known as the "October Report" forms, indicate course titles and enrollments. In addition they are used to verify proper administration, counseling and guidance, and facts and figures on salaries.

Approval of Forum and Lecture Series

Forum and lecture series are of great importance to the overall program of adult education, providing the cultural fare so necessary in many communities. Forum and lecture series are special types of classes for adults and they must be reported to, and approved by, the Bureau of Adult Education prior to the first meeting of the series. The forms employed in this reporting process are:

- Form A-10 is used to report a forum series. Changes in, or additions to, a forum series are reported on Form A-11 and must be approved prior to the sessions.

- Form A-13 is used to report a lecture series and changes in, or additions to, a lecture series.

Enrollees in a lecture series must attend two or more sessions of the series in order to have their attendance credited for apportionment purposes. The series of lectures must be on related topics and of clear educational value. A lecture series must have at least four sessions unless a lesser number has been approved by the bureau. No more than one session in a lecture series may be held on a single day.

A lecture series cannot be composed totally of films; each film used must contribute to an understanding of the topic of the lecture.

Form A-13 is also used to report supplementary lectures, which may be given in the regular class for adults. Only the attendance of those who are regularly enrolled in the class may be counted as attendance for the supplementary lecture; in many instances,

however, these lectures greatly enhance the instructional program conducted by the teacher.

Classes That May Not Be Approved as Classes for Adults

Education Code Section 5753 prohibits maintenance by any school district of a class for adults if (1) the school district receives compensation for the class from any public or private agency, individual, or group of individuals (except fees authorized by sections 5757, 10509, and 25502.5 and apportionments from the state and federal government); (2) if the class is not open to the general public; and (3) if students are paid for attending the class. Section 5754 prohibits the maintenance of a class for adults in dancing or recreational physical education if the district receives money for the class from the State School Fund.

Adult Education Financing in California

Adult education in California is financed partly by state apportionment and partly by school district tax funds. Limited federal reimbursement is available for certain vocational, adult basic education, and migrant adult education classes. State apportionment for adult education is based upon average daily attendance (a.d.a.), with 525 hours of student attendance equaling one unit of a.d.a. Generally, the cumulative attendance of from 10 to 12 adults through the year in part-time classes is required to provide one unit of a.d.a. Thus, an adult education program serving 1,200 people during a school year may have only 100 units of a.d.a.

For each unit of average daily attendance in adult education, a school district receives basic state aid. If a school district also receives equalization aid, it may receive additional aid per unit of a.d.a. for adults. Only about 1.6 percent of the state education dollar is allotted to the public school adult education program of the state.

In some adult education programs, local and state funds are supplemented by tuition. However, no tuition may be charged for classes in citizenship, English for the foreign born, elementary subjects, vocational education, apprenticeship classes, or classes for which high school credit is granted when such classes are taken by

persons not possessing a high school diploma. Through adequate state and local tax support, public education may be extended to all persons, and no member of the community need be deprived of educational opportunity because of economic circumstances.

For further particulars on finances, see the *Handbook on Adult Education.*

II

The Curriculum of Adult Education

Adult education is an essential segment of instruction in the California public schools. Almost half of the adult population in California has not graduated from high school, approximately one-sixth of the adult population has not completed elementary school, and of those who have obtained the high school diploma, less than one-half will complete either the junior college program of instruction or obtain the A.B. degree. The national commitment and the state commitment as expressed by various statements of purpose ("The Great Society," "The Creative Society," and so forth) have in common a stated desire to bring into being a society in which the individual is *not* overwhelmed by technology, a society which is *not* characterized at one end of the economic ladder by the highest standards and appreciation of artistic and humanitarian values and by the grossest lack of such standards at the other, and a society which practices social as well as political equality. We are consciously seeking through a variety of means, of which adult education is one, to create social and economic mobility for all individuals in the state and the nation. The underlying philosophy of this goal is both idealistic and realistic – idealistic in that it presupposes an acceptance by each of us of the dignity and the worth of all other individuals; and realistic because, in a technologically oriented culture, economic prosperity and political stability are dependent upon a highly educated citizenry.

California has led the nation in the development and implementation of instructional programs for adults. The curriculum of such programs has varied from time to time and from place to place because of changing statewide needs and local uniquenesses. In recent years an increased emphasis has been placed on the subjects of reading, writing, and arithmetic and on various classes in the

Americanization program. Federal interest in, and financial support of, both adult basic education and vocational education have brought about an expansion of such offerings in all districts in all regions of California. The adult schools seek to provide a flexible curriculum and educational environment in order that adults may attain the objectives stated in Chapter I by means of courses and courses of study in the following areas:

- Education leading to graduation from elementary and high school (Minimum state requirements for the elementary certificate and high school graduation, together with additional information regarding the interpretation and use of tests, are published in *Guidance Services for Adults,* which was prepared and published by the California State Department of Education in 1961.)

- Citizenship

- English

- Vocational education and training in the fields of agriculture, business education, industrial arts; the service occupations; and trade extension and apprenticeship training

- Vocational retraining – learning new skills, new roles, and new knowledge – to gain greater competency in present employment or to prepare to enter a new occupation

- Homemaking and parent education

- Civic affairs – to increase interest, effectiveness, and leadership in such matters

- Areas of special community interest, such as individual and family survival, safety and health, and driver education

- Health and physical fitness

- Classes for senior citizens, handicapped adults, migrants, and those who need compensatory education

- The humanities and fine arts

In order that curriculum development may occur most effectively at the local level, the following conditions are desirable:

- The school district governing board and superintendent are cognizant of the role of adult education as an integral part of the total educational program.

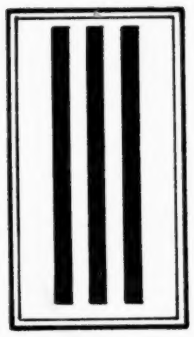
- The local adult education administrator is at an equal level of administration with those responsible for other levels of instruction.

- The adult-school teachers are adequately trained and conscious of the need for inservice training in this highly specialized teaching area.

- Responsible community leaders representing all groups are in communication with those responsible for the adult education program.

- All those involved in the planning of programs are philosophically committed to the concept of public school adult education as being vocational, academic, *and* cultural education for the adult population.

Recent trends in adult education reveal that the curriculum content is providing more opportunities for the must undereducated segment of the adult population. This is both realistic and necessary at this particular moment. Curriculum development in adult education must continuously be adapted to the changing needs of our adult population.



The Preparation of an Instructional Program

Careful planning is essential in developing an effective instructional program for adults. As mentioned in Chapter I, community advisory committees and ad hoc committees can assist the adult school personnel in the choice of course offerings that fulfill the desires and demands of the community and the industries therein.

The Course Outline

In the planning of a course and the selection of proper methods of instruction, an outline is recommended. Certain elements should be included in the course outline: (1) general purpose of the course and the educational need it is designed to serve; (2) more detailed objectives; (3) course content; (4) teaching methods that are particularly adaptable to the content; (5) student activities, which are essential to any learning process; (6) printed and other teaching aids that are to be used; and (7) methods for evaluating the instruction. These items may be described in detail. A course may be developed to cover six weeks, a quarter, a semester, or a year. Considerations in developing each part of the course outline follow.

Purpose

Every course for adults must have a purpose. Is its purpose to make up some educational shortage? Is it designed to train or retrain for some vocation? Is its purpose to help adults achieve a successful adjustment in their family and community relationships? Is it offered to meet some individual interest or to stimulate creative impulses? Is

it designed to improve the individual as a citizen? In an outline of a course, the purpose should be clearly set forth.

Objectives

It is necessary to determine and state the specific objectives of a course. These may be threefold:

- Objectives of the student
- Objectives of the teacher – those objectives that the teacher believes the student should attain in addition to the objectives of the student
- Objectives of society which justify the expenditure of public funds

Content of Subject Matter

The content should be organized in a series of units or topics that carry out the objectives listed for the course. The content should be suitable for the students and should be adaptable to the students.

Teaching Methods

Teachers may use a variety of instructional methods in their classes; e.g., group discussions, panel discussions, individual reports, committee reports, sociodramas, and role-playing. A good teacher selects the method appropriate to a given teaching situation. The selection of the most effective method grows out of the total teaching situation – the subject matter, the student, the teacher, the objectives of the course, and the teaching aids that are available.

Student Activities

A wide variety of student activities may be carried on in every type of course for adults. Frequently, the measure of student learning is the extent of participation in activities related to the

subject matter of the course. Field visits, research projects, oral and written reports, and many other activities serve to enrich the course and aid the learning process.

Materials

Instructional materials of the following kinds should be available for the teacher:

- Textbooks and reference books
- Mimeographed or typewritten materials prepared especially for the course
- Periodicals, pamphlets, and other printed matter issued by public and private agencies
- Audio-visual aids, such as filmstrips, slides, pictures and records

Evaluation Methods

The outline of the course is not complete until standards of achievement are set up to determine whether or not the objectives of the course are being attained. The standards vary according to the subject of the course. In the case of vocational subjects, objectives and standards of achievement may be fairly definite and concrete. Tests to measure the degree of skill achieved may be obtained or devised. In arts and crafts and dressmaking classes, the learning may be evaluated rather simply by determining whether or not the students have acquired the skills to complete the projects on which they have been working. In courses such as philosophy, psychology, and social sciences, the method of evaluation is not so simple. However, measuring devices can be developed to test information, understanding, attitudes, and abilities to solve problems related to the particular field of study.

Some course outlines are general and brief. They indicate only major areas. This type of outline is usually kept on file in the school district's adult education office. It is used for publicity purposes because it gives general information regarding the subject area to be

covered. No teaching methods, student activities, teaching aids, or evaluation methods are indicated in this type of outline. A sample follows.

ADULT EDUCATION COURSE OUTLINE

Name of course: U.S. History 1-2 *Subject area:* social sciences

Prerequisite: None

Description: A required, two-semester course showing the factors behind the growth and world influence of the United States and giving attention to individual achievements and efforts that have helped to build our country. The relationship between the events of the past and those of the present is also studied. Emphasis is also given to past and present events in California and the local areas. This is a preparatory course for civics and American problems.

Objectives: To develop understanding of the growth of American ideals, ideas, and practices that compose the American way of life, with emphasis on California history

To stimulate an appreciation of values which have fashioned a free, dynamic, wealthy, and powerful nation

To create a deeper understanding of the relationship between human actions and historic deeds

To develop understanding of how each succeeding generation has defined and clarified the meaning and practices of American democracy

To foster an understanding of the American way of life in its larger world setting

To develop an understanding of the major developments in science, industry, agriculture, education, democracy, and culture which transformed the world from medieval to modern

To develop responsible patriotism which uses sound thinking and world vision

Objectives: (Continued)

To stimulate interest in, and concern about, problems facing California and the United States in the twentieth century

Content:

First semester – American life to the end of the nineteenth century

How our country was discovered and settled

How our country won its independence and established a national government

How the sections of our country began to strive for their special interests

How our union was enlarged, endangered, and preserved

How our reunited country increased in wealth and power

Second semester – Life in twentieth century America

How our country undertook democratic reforms and became a world power

How our country sought to return to "normalcy" after World War I

How our country fought depression at home and aggression abroad

How our country faced the challenges of the atomic age

The Unit

The foregoing plan for developing a course outline or topic applies equally to the division into which the course is broken down: namely, the units of instruction. By "unit" is meant a specific and natural division of subject matter. A unit of work is complete in itself; yet it has continuity with the other units of the course. It is not a time division.

Two suggested outlines for units or topics of study appear on the following pages. It is important to note the way the outlines are organized. The reason for using these kinds of outlines is to

emphasize the importance of considering materials and teaching aids available, the methods that are best adapted to each content item, and student activities essential to the learning process.

The Lesson

After the course has been outlined as a whole and in units, it is necessary to consider the preparation essential for each class meeting. It should be remembered that the unit outline is a natural division of subject matter, not a schedule in units of time. In the lesson plan, attention must be given to the time allotted to each class session. In some cases a number of lessons may be necessary for completion of a single unit. If the unit is divided into lessons, care should be taken to make certain that all phases of the unit are covered. This can be accomplished by using similar outlines for the unit of study and the lesson plans so that the items in the lesson plans can be checked with those in the outline for the unit of study. For example, the objective or objectives that will be emphasized in each lesson should be noted in the lesson plan. Each of the objectives for the unit should be given appropriate attention in the combined lesson plans used in both the presentation and development.

All teaching aids should be ready for immediate use. Effective teaching aids are chalkboards, charts, illustrations, posters, books, manuals, pamphlets, mimeographed materials, samples, models (small scale), cutaways, motion pictures (sound or silent), filmstrips, slides (sound or silent), tape recorders, phonograph records, and exhibits. The teacher may also find field trips especially important in helping his students gain insight in a particular area of study.

SUGGESTED OUTLINE OF A UNIT OF STUDY

Unit: Landscape Gardening[1]

Objectives:
1. To create an appreciation of good landscaping
2. To enable students to identify ornamental plants and to select good plants
3. To teach the proper procedures of developing a well-landscaped home and maintaining the plantings

Content	Materials	Teaching methods	Student activities
Ornamental plants[2] Identification System of plant names Landscape use of plants Examples of good and bad landscaping	Plant specimens Color slides of plants and landscaping Plant identification cards Reference books	Discuss leaf arrangement and growth habits of flowers and fruit, using plant specimens as examples. Review reference books. Show slides.	Examine characteristics of plant specimens. Make a set of plant identification cards in binder or file box. Collect pictures of landscaping from magazines.
How plants are grown from seeds Sowing seeds Transplanting seedlings	Nursery practices manual Facilities for starting plants Soil Seeds	Prepare a flat of soil and sow seeds. Transplant and establish seedlings.	Prepare a flat of soil and sow seeds. Label properly, cover properly, and water. Transplant 100 seedlings to flat of soil. Label and water.

[1]Prepared by Howard C. Brown, Chairman, Ornamental Horticulture Department, California State Polytechnic College, San Luis Obispo. Space limitations necessitated the omission of sections on lawn care, bulbs, roses, fertilizers, and pest control.

[2]Some time will be spent on plant identification in each succeeding class.

SUGGESTED OUTLINE OF A UNIT OF STUDY–Continued

Content	Materials	Teaching methods	Student activities
Landscape design[3] Value of landscaping Importance of a plan Symbols used Landscape features Constituents of a pleasing landscape Which plants to use	Unlandscaped home Cross-section paper, rulers, pencils, measuring tapes Chart of landscape symbols Compass Movies and slides on landscaping	Discuss the following: Harmony, balance, texture, and rhythm in landscaping Types of plants to use to get the desired effect Groupings and repetition The planting list Measure dimensions of the unplanted homesite. Using cross-section paper, make a plot plan to scale, showing location of house on lot, facing and prevailing wind, and all existing features.	In groups of four or less, measure the dimensions of the lot and put them on cross-section paper, using the largest scale practical. Locate the house on the lot and all features, such as view, trees, walks, drives, and utility meters. Make a separate plot plan for each student, to designate the planting areas and features, select plants for each location, and using the symbols and plants learned, complete the landscape plan.
Study trips		Visit nurseries to see plants available for landscaping. Visit parks to see mature, established plants. Visit student homes for critiques on present landscaping and how to improve it.	List best plants for sun, shade, and other specific conditions. Note sizes of mature specimens. Criticize existing landscape and suggest practical ways to improve it.

Other methods of plant propagation Cutting Budding Grafting	Cutting materials Rooting hormones Wood for practice budding and grafting Knives and shears Slides of budded and grafted trees	Show selecting wood for cuttings, making the proper cuts, using hormone materials for better rooting, and inserting cuttings for rooting. Demonstrate budding and grafting. Show slides. Discuss advantages of clonal plants.	Make 100 cuttings. Prepare flat of rooting medium. Dip cuttings into hormone solution. Stick into flat. Practice budding. Practice grafting.
Pruning Selection of the method to fit the plant Tools and equipment Followup	Plants on which to practice Pruning tools, hand and power Pruning paint Clothespins	Discuss the following: Objectives of pruning Methods of pruning Thinning out Heading back Combination Pruning Equipment Demonstrate pruning of the following: Deciduous shrub Fruit tree Conifer Flowering evergreen Demonstrate removing a large limb. Demonstrate use of hand tools and electric shears.	Diagram on the chalkboard how to prune a fruit tree. Use clothespins to show where to cut on a tree. Prune a tree. Prune a shrub. Remove a 2 in. limb. Apply pruning paint to a wound.

[3]After students have a sufficient knowledge of landscape plants.

SUGGESTED OUTLINE OF A UNIT OF STUDY

Unit: Propagation of Horticultural Plants[1]

Objective: To develop an understanding of the various methods by which plants are propagated and to develop ability in carrying out certain propagation procedures.

Suggested Time Allotment:

Class instruction ..... 15 hours
Laboratory experience ..... 35 hours
Total ..... 50 hours

Competencies to be developed	Materials	Teaching methods	Student activities
The ability to produce plants from seeds	Seed packets Seed catalogs Paper towels Flat pan and cover Flats and soils Pot labels Plastic models of seeds and flowers	*Lecture* Structure and functions of seed parts Methods of seeding and care of seedlings Reading and understanding labels *Discussion and demonstration* Viability of seeds Factors affecting germination (heat, light, water, nutrition) Preparation of seedbed	*Observation* Plastic models of seeds and flowers Display of several seed catalogs and seed packets *Projects for each student* Germination test on a seed sample Preparation of a seedbed, including sowing seeds and thinning and watering seedlings

		Planting of seeds in flats Watering and thinning of seedbeds Transplanting of seedlings	
The ability to produce plants from cuttings	Plant materials Rooting hormones Pots or flats Rooting soil Hand shears Garden hose	*Lecture* Importance of cuttings *Discussion and demonstration* Types of cuttings Factors affecting success in rooting cuttings Procedures in making stem, leaf, leaf-bud, and root cuttings	*Observation* Drawings of how each type of cutting is made *Projects for each student* Preparation of several different cuttings Care of cuttings Evaluation of each student's work and class suggestions for improvement Preparation of cuttings for sale
An understanding of budding and grafting as methods of plant propagation	Plant materials Examples of budding and grafting techniques	*Lecture* Importance of budding and grafting	*Observation* Study trips to see commercial budding and grafting

[1]Adapted by Raymond H. Morton, Department of Agriculture Education, University of California at Davis, for a preparatory course for Horticulture–Service Occupations.

SUGGESTED OUTLINE OF A UNIT OF STUDY (Contined)

Compentencies to be developed	Materials	Teaching methods	Student activities
An understanding of budding and grafting as methods of plant propagation (Continued)	Budding knives Tie materials Budding and grafting wax	*Discussion and demonstration* Methods of budding T-budding Patch-budding Chip-budding General procedures in grafting	Large charts or projections showing detailed procedures of budding and grafting *Class project* Practice of budding and grafting *Project for students with strong interest* Occupational training with competent supervisor

Teaching Materials

Some of the more often repeated criticisms of the course subject matter materials in adult education are:

- They are not interesting enough.
- They do not relate to the needs of adults.
- They do not use a tested approach to achieve predetermined objectives.
- They do not present a realistic picture of culturally and economically disadvantaged minority groups.
- Most of the materials for teaching language skills are too formal in content.
- Materials tend to overstress vocabulary development.

To overcome these problem situations, a student must develop:

- Intrinsic or extrinsic motivation
- Success expectancy
- A critical and reflective attitude toward his performance
- Association between what he learns and his life situation
- A method of overcoming inhibitions arising from fear of failure or loss of status

Types of Teaching Materials

A textbook remains the most predominate teaching aid. Three basic approaches to textbook presentations are available from publishers:

1. The single textbook
2. Learning systems
3. Programmed systems

The single textbook is usually a complete overview of the course as envisioned by the author or publisher. Although the single textbook usually is sound in subject matter, it often does not emphasize areas of concern to the class. Teachers therefore attempt to supplement single textbooks with other materials, but they have limited time and background for evaluating materials.

Some of the latest single textbooks incorporate the "learning system" concept in their design. A learning system is a curriculum that integrates various disciplines into a sequential program of instruction. Typical components of a learning system are a series of softback textbooks which include exercises in problem-solving or are accompanied by correlated workbooks. In a basic education course for adults, a learning system might include: communicative skills (reading, writing, speaking, and listening), computative skills, and information on consumer education, health, human relations, home and family living, the world of work, the community, and civic areas. Some publishers carry the system a step further by recommending related supplementary materials.

Programmed systems attempt to isolate a series of specifics in order to communicate information in a logical sequence. Ideally, after teaching the operational mechanics of the system, the teacher has time to develop enrichment presentations, lead discussions, form study groups, administer to individual needs, or supplement the system in a variety of ways while the students are participating in a self-directed learning activity.

Programmed systems are available on tapes and films as well as in books. Although about half of the teachers using programmed

learning materials follow a regular textbook for the course, programmers are processing more extensive learning units that can "stand alone" rather than supplement, enrich, detail, or provide remedial exercises.

Most of the recent materials in each of the three groups do the job for which they were designed. The teacher should examine many examples of the three approaches in order to determine the most efficient design and utilize as many curriculum sources as necessary to meet the needs and motivate the interest of his students. Ultimately, the teacher is responsible for determining and meeting his students' curriculum needs. Regardless of the learning system, the teacher must ascertain his role in guiding the students, for the teacher – not the published material – is responsible for helping students to master the subject matter.

Criteria for Selection

Appropriate instructional materials can be determined by asking these questions: To what extent does the textbook (workbook, visual aid, learning system):

- Relate to the student?
- Provide for initial success?
- Provide for natural progression?
- Ensure carryover?
- Allow for absences?
- Serve a diversity of learning abilities?
- Respect the adult's maturity and his background of experiences?
- Motivate acquisition of occupational and social skills?
- Increase learning and teaching efficiency?
- Enhance the ability to retain and thus recall?

- Support or supplant traditional methods and materials?
- Provide for expansion or enrichment?
- Provide for teacher-made reinforcement?
- Enhance a variety of teaching approaches?
- Keep within the educational budget?

Although there is no limit to the number and kinds of materials that can be used in classes for adults in basic education or in English as a second language, basic textbooks and materials should:

- Recognize that learning a language is forming new habits in lifelike situations; its content should center on behavior called for in such situations.
- Emphasize general aspects of language and use correct, controlled basic sentence patterns rather than isolated words that are later strung into incorrect sentences by the students.
- Assign priorities in the following sequence unless there is some urgent, specific reason to change the order: (1) all the sounds and the entire phonemic system; (2) the basic word order structures; (3) the function words; and (4) the inflections that are most frequent.
- Have an abundance of oral and written practice drills to inculcate new language habits. (Habits are learned by active practice, not by listening to explanations and nodding in understanding.)
- Begin with the easiest sentence forms and proceed to the most difficult.
- Present materials in sequence. (Only a small amount of new material should be presented in each lesson. The material from one level should lead naturally into the next level. The material should be graded. It should present the regular before presenting the exception. It should provide for the constant reintroduction of all the material previously taught. It should

not try to teach at one time all the vocabulary around a topic or all the forms, meanings, or uses of an item of structure.)

- Use vocabulary clustered around the interests of a student and around familiar subjects. (It should use the most useful words first, words which will help the student practice the structures. However, the vocabulary items should be kept to a minimum in order to stress the sound system and the grammar patterns.)

- Present the sound system before requiring the student to read or write the particular form. (The student should not see the written forms until after he has mastered the patterns orally. So often a student sees a written form first, decides how the sentences and groups of words should be pronounced, and becomes so sure of his own renditions that he never hears the correct ones.)

- Keep rules of grammar to a minimum, and use them only to point out generalities or help organize related items.

- Provide listening materials or practice at a normal rate of speech – not slowly and precisely – and in meaningful segments that fit the memory span of the student. (The student must learn to notice meaningful sounds, intonations, stressed words, rhythm, and words slurred.)[1]

The selection of a textbook based on sound language learning principles not only saves the teacher preparation time but also prevents the teacher from spending too much time on the areas he prefers to teach.

A textbook should be chosen with care. Some of the best textbooks in the field of English as a second language are directed toward the bright, fast-learning college student. Much of the vocabulary is technical, and the pace is too fast for many students. They learn very little. At the other extreme, material for adults frequently has been adapted from children's stories and reflects the interests of children. A third type of material, designed for adult

---

[1] *English (Americanization-Literacy) – Adult Basic Education Handbook for Teachers.* Sacramento: California State Department of Education, 1966, pp. 48-50.

literacy education, may be used at intermediate and advanced levels of instruction.

The teacher may find areas in a textbook that are generally not taught at the level of the class. Some teachers pass quickly over them or skip them entirely if the continuity of the course is not broken. However, most textbooks present material in a sequence with slight variations. Usually, a teacher has to select material that fits the majority of the students' needs and then adjust it.

A list of instructional materials has not been included in this chapter since the intent is to give the teacher criteria and concepts which can be applied in the proper selection of textbooks and materials. It is apparent that publishers, recognizing the need for appropriate adult basic education materials, as well as other levels of material, are producing new textbooks very rapidly. Teachers of adults have the responsibility and frequently the authority to decide what textbooks will be used. An examination of all available materials is the only proper way to make the decision. However, to be practical, the teacher must sometimes content himself with examining those materials available in the school district and keeping abreast of other current publications.

Programmed Learning Materials

Adult education materials should build upon the strength of the student, not emphasize his academic weakness and fear of failure. Materials and instruction should be provided that will ensure success in each lesson. Both learning systems and programmed systems are designed to begin instruction at the level of the learner. They also emphasize concentration on learning needs. Ultimately, both are designed to provide maximum self-help and learning reinforcement. Another of their distinctive features is the trend toward step-by-step teacher guides. It must be emphasized, however, that every good teacher programs the material he teaches; that is, he breaks the material up into a step-by-step sequence.

To further evaluate the merits of recent materials, teachers should obtain sample copies, either through their administrators or by requesting specific items, after studying descriptions in the brochures.

At this point, a more detailed description of programmed learning is necessary in order for the teacher to better evaluate what he sees. As with other learning systems, a pretest in the specific area of study is provided in order to identify the student's ability level. After starting at his own ability level, the student proceeds by small steps or increments, responding actively and confirming his responses while working at his own pace. In many programmed courses, a wrong response is followed by reinforcement drills before the student proceeds to his next sequential increment. Another advantage of using programmed materials is that they "lock in" procedures for introducing materials, practicing, reviewing, testing, and additional reviewing. Through this process, the student is continuously analyzing, and thus improving, his study habits.

There is a distinct possibility that programmed materials will be rewritten in textbook format. This assumes that programmed courses of the future will represent a complete curriculum for a given course. The principles of writing a programmed textbook are essentially the same as those used for writing the soft-cover segments: the course writer (programmer) must decide what the student is to learn – what knowledge, concepts, skills, and attitudes the student should be able to demonstrate effectively when he has completed his studies.

In contrast to a learning system which is designed to be complete unto itself, present programmed materials are designed to fit into a larger curriculum. They can be utilized to introduce, support, or review a segment of the course or merely to change the teaching-learning pace. Many teachers utilize programmed materials to cover the more routine facts and concepts, thus allowing the teachers time to deal with problems of learning. Because the student is able to maintain a record of his learning experience, alert teachers can utilize programming in areas where hitherto follow-up assignments were the primary means of reinforcement of lessons. The most significant aspect of programming is that the student can learn by himself.

Curriculum Determination

In establishing the curriculum content for adult education courses, the teacher needs to determine what fundamental body of knowledge he must teach his students for them to gain certain skills.

Then he must select the basic textbooks for the course and the following supplementary materials he feels are best designed to help him in his teaching:

- Learning systems
- Programmed materials
- Books, magazines, periodicals
- Pamphlets, brochures
- Films, slides
- Recordings, tapes
- Radio, television, video-tape
- Teaching machines
- Overhead projector (transparencies), opaque projector
- Bulletin board, chalkboard, and flannel board
- Games, objects, pictures
- Human resources

When selecting materials of instruction, the teacher should consider those which help point up practical adjustments that students may need in life situations; e.g., getting acquainted, the world of work, consumer education, responsibilities of citizenship, health, and social living. This can best be accomplished in a student-centered classroom, incorporating a variety of lifelike situations. All learning activities for the adult should, in some way, contribute to his intellectual, spiritual, physical, vocational, and cultural advancement. When selecting materials, the teacher should ask himself, "Will the learner reach objectives such as advancement in the civilizing process, progress toward greater maturity, and recognition and pursuit of excellence?" It is the responsibility of the adult educator to assist the student as he relates what he is learning to his needs.

The teacher of adults should train the student to interpret and use what he learns as well as to accept responsibility as a member of a learning team. The teacher's first concern is the learner. Course content and material resources are utilized to satisfy the learner's needs. What to teach and how to teach cannot be separated.

Today's teacher is faced with a delightful challenge. Large quantities of materials are produced specifically for adult education at all levels, from literacy training to advanced study. The teacher of adults must select those materials and methodologies that will best meet the needs of his students. The checklist that follows may be helpful to the teacher in evaluating materials for his class.

CHECKLIST FOR EVALUATING ADULT EDUCATION MATERIALS

Directions: Circle (1) if excellent; (2) if good; (3) if fair; (4) if in need of improvement; or (5) if unacceptable.

1.	Does the material allow for varied backgrounds of previous experiences?	1 2 3 4 5
2.	Does the material show respect for adult maturity (upgrade self-esteem)?	1 2 3 4 5
3.	Does it provide for initial success with teacher assistance?	1 2 3 4 5
4.	Are first impressions stimulating?	1 2 3 4 5
5.	Is repetition sufficient?	1 2 3 4 5
6.	Does it provide for vivid, dramatic learning experiences?	1 2 3 4 5
7.	Does it lend itself to teacher-made reinforcements?	1 2 3 4 5
8.	Is there a variety of exercises?	1 2 3 4 5
9.	Is there a variety of approaches?	1 2 3 4 5
10.	Is the format attractive?	1 2 3 4 5
11.	Is the cost appropriate?	1 2 3 4 5
12.	Is the style readable?	1 2 3 4 5
13.	Is there a functional sequence of difficulty?	1 2 3 4 5
14.	Can the student interpret and evaluate subject content and illustrations in terms of his own life situation?	1 2 3 4 5
15.	Is this the most effective material for achieving course objectives?	1 2 3 4 5

The Nature of the Adult Learner

To be effective in teaching adults, the teacher must recognize the distinctive characteristics of adults as contrasted with those of children and youth – differences with respect to experiences, the emotional meanings that adults impart to their learning, the relatively static nature of adult patterns of thought, the immediate satisfactions which they hope to receive from their educational experiences, the limited time available to them for education, and the complex motivations that lead them to seek self-improvement.

At the outset the teacher must accept the fact that there is no typical adult student. The only common factor is the motivation to learn – to acquire knowledge and skills. What are some of the characteristics of the adult student?

- The adult is a voluntary student.
- He is usually a part-time student.
- He may differ widely in age, ability, job experience, education, and goals from other students in his group.
- He may have been away from school for some period of time, and, upon returning, he may feel embarrassed or insecure.
- He may have had little or no formal schooling.
- He may have a deep-seated fear of, suspicion of, or contempt for schools.
- He may wonder if he can still learn.

- He may have to overcome feelings of insecurity and fear of competition with younger people.
- He may have responsibilities that interfere with his attendance and study.
- His previous school record may affect his thinking regarding his present abilities.
- He does not leave his personal problems, concerns, feelings, and desires outside the classroom.
- Regardless of the impression he may give, the adult student believes that he has made an important decision in going back to school.
- Regardless of the type of course he chooses, he believes it will help him.
- He has many other demands on his time, so it is imperative that his education be carefully planned.
- His frame of reference is not the school; it is his job, his neighborhood, or his family.

Physiological and Psychological Changes

To achieve and maintain a sensitivity to the needs and characteristics peculiar to adults as learners, teachers of adults must have knowlede of the physiological and psychological changes that take place in adulthood. The literature on aging contains a wealth of information regarding the physiological changes that occur throughout the normal life span. Considerable information is also available on the psychological changes, interests, and learning capabilities of adults.

Research findings indicate the following physiological changes take place in adulthood:

- Maximum visual acuity is attained at about eighteen years of age and declines continuously thereafter.

- After the age of thirty-five, people generally show a preference for a bright light for reading. This tendency is especially marked in persons between the ages of thirty-five and fifty, probably because their eyes begin to lose the ability to refract light during this period. Changes in visual acuity can be so rapid during this period that they may need to change corrective lenses often.

- Maximum auditory acuity is attained at about fourteen years of age, after which it declines at a slow rate. Many aged people find it difficult to follow rapid speech, even though they have experienced little or no hearing loss. As some individuals age, they may suffer marked hearing loss, develop feelings of insecurity and fear, and consequently lose some of their ability to learn.

- Persons generally reach their peak of physical ability somewhere between the ages of twenty and twenty-five.

- Motor reactions begin to decline after a certain age, but verbal reactions do not change significantly with age.

- The age at which eminent people do their best work does not coincide with their physiological prime. This fact indicates that the human organism, consciously or unconsciously, adjusts to physiological change. Perhaps one of the more subtle adaptations to physiological change is the slowdown in work tempo, which has many implications for adult teachers.

The initial research which served as a foundation stone for adult education was conducted and reported by Thorndike.[1] He showed that age is not a very significant factor in learning, and that all adults can learn. Research findings in the last few decades support substantially the thesis that the capacity to learn is more significant than any deficits which may result from the aging process.

A summary of the findings on the psychological changes of aging follows:

---

[1]Edward L. Thorndike and Others, *Adult Learning.* New York: Macmillan Company, 1928.

- The power to learn is substantially retained, but the rate of learning slows down.

- Vocabulary increases with age if new words are put into use.

- Being more concerned than children with accuracy, adults take more time on tests, and therefore may make lower scores on timed tests.

- The interests of adults do not tend to change, but the value or depth of interests may vary.

- Adults seem to surpass children in their capacity to memorize immediately. However, within a few weeks after the original learning, memory of it declines. Memory is selective even though the ability to remember declines. Those things are remembered which are presented with the greatest intensity.

- The wide range in age, ability, previous education, experience, and interests emphasizes the important role played in adult education by individual differences.

- The most effective learning occurs when adults have sufficient experience and mentality to cope with the subject.

- Adults do well with problems that have no one "correct" answer.

- Intelligence does not decrease because of aging. A decrease in intelligence quotient (IQ) is, rather, the result of disuse of knowledge at any age.

A review of some of the characteristics of adults that are important considerations in their educational experience is set forth in the following paragraphs:

1. The factor of adult experience requires careful consideration. Adults have more experience, different kinds of experience, and the experiences are organized differently. Adults are superior in learning relationally. A great deal of adult experience is related to firsthand activities. Experience can be the raw data for much of adult education, and one of the tasks is to help the adult

learn from experience. Experience can be vital in the education of adults, which is concerned with the exploration of ideas.

2. Emotional meanings provide overtones for adults that are outside the experience of youth. The meanings which individuals attach to a particular event (thought, thing, or action) are influenced by their emotions. Emotional meanings can be an obstacle to learning. New responses are easy for the adult, but reorganizing old responses is difficult. Adults are subject to more mental set. There are more emotional associations with tangible material, but the control devices are more elaborate. Adults get angry when their values are threatened. They tend to make decisions on the basis of emotional commitments rather than making them on the basis of reason.

3. Time is an important factor in planning educational programs for adults. The adult's time is shorter and more precious than that of youth. The time available for organized educational experience is different – education is a major occupation of youth, but for an adult it can rarely be more than a part-time endeavor. Social, economic, parental, and civic responsibilities take precedence over education. The limited time available for education must be recognized.

4. The teacher must pay attention to factors which motivate adults. Adult motivations tend to be complex and directed toward practical objectives. At any age, motivations may be primarily urges for expansion, or they may be defenses against loss. Adult solutions to problems affect others. Adult motives grow out of a social setting. Adults have a stricter test of relevancy and do better on "idea" material than children and youth. Most of the significant problems faced by adults do not have verifiably correct solutions. Tradition may be more powerful than reason in governing the actions of adults. People are better motivated when they have knowledge of goals. Fatigue is greatest when work seems to have no aim. If the task is considered impossible, the amount of work accomplished decreases. Informing people that they will be given the results of their work does increase the amount of work accomplished, the rate of work, and the accuracy. Adults must have feedback on their progress. Assigning successive subgoals is better than

too distant a final goal. The adult must see some tangible product as the result of his work. [2]

Laws and Principles of Adult Learning

A number of basic psychological laws control and affect adult students in the learning process. The teacher of adults should understand these laws if he is to make learning experiences effective, lasting, and enjoyable for his students:

The law of effect – People tend to accept and repeat those responses which are pleasant and satisfying and to avoid those which are annoying. . . . In short, "nothing succeeds like success." Students should experience personal satisfaction from each learning activity and should achieve some success in each class period by mastering some new idea or operation.

The law of primacy – First impressions are the most lasting. This means that those first classes are all important. The teacher should arouse interest, create a sense of need for the subject matter, and ensure that the students learn it right the first time.

The law of exercise – The more often an act is repeated, the more quickly a habit is established. Practice makes perfect – *if* the practice is the right kind. . . .

The law of disuse – A skill not practiced or a knowledge not used will be largely lost or forgotten. The teacher should recognize the value of repetition in the classroom for reinforcing newly-gained knowledge or skills. . . .

The law of intensity – A vivid, dramatic, or exciting learning experience is more likely to be remembered than a routine or boring experience. . . .[3]

Learning is behavioral change. Behavioral changes do not become part of a person until he has reinforced them through use. Students do not learn as a result of what teachers do but rather as a result of what teachers get the students to do.

---

[2]James B. Whipple, *Especially for Adults.* Notes and Essays on Education for Adults, No. 19. Brookline, Mass.: Center for the Study of Liberal Education for Adults, 1957, pp. 49-50.

[3]"Psychology of Learning," *Techniques for Teachers of Adults* (Special issue). Washington, D.C.: National Association for Public School Adult Education, n.d., 3.

Some of the principles considered essential to effective learning are:

- The adult learner must see immediate benefits to himself.
- The adult must want the instruction; he must be motivated.
- The adult wants specific, concrete, practical, lifelike situations.
- The adult requires participation in classroom activities.
- The adult has experiences and interests to which new material should be related.
- The adult requires subject matter adapted to his individual objectives, needs, and capabilities.
- The adult must enjoy the instruction.
- The adult learns best when the teacher shows a personal interest in him.
- The adult learns best when several senses are involved. A teacher should choose methods that make a special contribution to the learning process.
- The adult learns best in a favorable physical and social environment.

Methods and Techniques of Teaching

If one accepts the philosophy that education is behavioral change and that the teacher is the agent of change in the educative process, then one will also give credence to the importance of the techniques and tools which the teacher uses to bring about that change. As positive change is brought about and recognized, classes prosper, effective education is carried on, and students become irrevocably involved in education.

To ensure this kind of involvement on the part of his adult students, the teacher selects the method or combination of methods best suited to the objectives and capacities of the adults in the group and to the subject matter of the course. To do this, the teacher should understand the overall purposes of adult education (see Chapter I) and the relation of his specific discipline to those purposes. He should know the common characteristics of adults and their points of view as contrasted to those of children and youth (see Chapter V). He should know what materials are available (see Chapter IV) to the teacher of adults.

If adults are to be involved in lifelong learning, teachers must select subject matter which is suitable for adults and which will arouse their interests and meet their needs. The same is true of the methods to be selected. Although good methods of teaching, whether for children or adults, have much in common, those methods must be adapted to the maturity of the group. Also, adult students are not captive; they may elect to spend their leisure time in a variety of ways other than in educational activity. Adults frequently come to school at the end of a long day either seeking a release from tension or finding new tensions as they strive to climb the economic ladder. The adult should be taught as he is, not as

teachers may think he should be. An adult must be stimulated and interested, and he must learn.

In support of this learning, the successful teacher should choose from a variety of methods, procedures, and materials. In any classroom situation, variation of the teaching approach is desirable. Students should not be expected to react continually to the same stimuli. When presenting facts, the teacher should vary the sequence; change the pace; determine whether sufficient time has been allowed for reinforcement and review; and break the routine with teacher or student demonstrations, role-playing, games, informal discussion, or audio-visual aids whenever appropriate to the objectives of the lesson. He should utilize the competition factor among students. For adult students, group interaction and teacher contact are essential to the learning process. The teacher should use drama and enthusiasm as the vehicles for presentation and rely heavily upon modern technology to stimulate the learning process aurally and visually.

Ways and means of evaluating the effectiveness of various teaching methods are greatly needed. Perhaps attendance itself is some test of effectiveness. The interaction of the adult students and their enthusiasm for class activity also show that the program is worthwhile. Any of these measures can assist a teacher in determining the effectiveness of the methods used and will allow the teacher to explore additional methods and techniques (after having first made the student feel more secure and trusting).

Techniques of Teaching Adults

A review of the literature on physiological and psychological changes in adulthood and the characteristics of adults (see Chapter V) suggests the following practices in working with adults:

- The teacher should speak in a friendly, conversational manner, using a well-modulated and expressive voice.
- Adults should be encouraged and stimulated, but they should not be rushed.
- Good illumination in the classroom is important. Older adults must have a room that is well lighted.

- The teacher should expect quality work but remember that such work will take time.

- The teacher must make a special effort to reassure adults that they can learn. He must help them overcome feelings of insecurity and fear of competition with younger people.

- The urgency or seriousness of adults' purposes in pursuing education may sometimes lead them to expect more rapid progress than they can achieve. The teacher of adults should be alert to signs of discouragement, because if it is not detected, and if timely counsel and encouragement are not given, adults will drop out.

- The classification or identification of adults for purposes of placing them in certain classes should be determined on the basis of the previous education of each adult rather than upon his chronological age.

- Adults should be encouraged to participate in group activities and should be made to feel that their opinions, needs, and thoughts are important. Their wealth of experience and wide assortment of talents enable adults to make valuable contributions to the group.

- Each student should be given the opportunity to express the goals with which he came into the course and to set new goals as the course progresses.

- The teacher must repeat essentials frequently and summarize often.

- Since all students do not react to the same kinds of stimuli, the use of a wide variety of teaching methods will assure that each student will be able to profit from the instruction given. Group discussions, buzz sessions, role-playing, sociodramas, observations, and demonstrations can be used in making the lessons understandable and functional.

- It is preferable to use untimed tests with adults because they react more effectively when they are not under pressure of time limitations.

- The teacher should take every opportunity to praise good work. Errors should be minimized. The error, not the person, should be corrected.

- Adults who learn new skills often have to change long-established patterns – a time-consuming and, in some cases, frustrating process. The teacher can soften the effect of this experience by explaining that the problem of changing such patterns is common among adult students.

- The teacher of adults has the responsibility for convincing the community that people can learn throughout life, and that older people must be given the opportunity to continue to use their skills and productive capacities and to participate in community life.

Classwork Organization by Teachers of Adults

Participation in the organization of classwork can be a learning experience for the adult student, and such participation will help the teacher in determining the proper and practical goals toward which the instruction must be directed. The students feel a sense of accomplishment when they understand the instruction plan for the day and it is completed during the scheduled class period.

The educational program selected by an adult student is often closely related to his occupation. In the event a student is incorrectly enrolled in a particular course or finds that the course work is inappropriately assigned, the teacher must seek the adjustments necessary to make the educational experience meet the needs and interests of the student.

Many subject areas require that the coursework be organized in short units. If the teacher is to effectively tie these short units together into a cohesive pattern of learning, he must be adept in handling the subject matter. He may find that the course work requires frequent revision – elimination of obsolete and impractical materials and replacement with new and more useful materials – to make it vital to the students. The teacher must summarize or evaluate the work frequently so that the students know where they stand and the direction in which they are being led.

The time the student spends with the teacher must be well-planned and filled with interesting and useful activities, or the student will not be encouraged to attend class sessions. The teacher must realize that adult students have responsibilities other than those involved in acquiring an education; each class session should be dismissed promptly, and the students should not be overburdened with class assignments.

The teacher of adults must be aware of the students' safety at all times. He must instruct the students regarding fire hazards and other emergencies and proceed with his own activities in such a way that the students will have confidence in the teacher's direction.

Group Discussion

Group discussion is especially suited to instruction for adults who are mature persons with valuable contributions to make to the course. Group discussion includes several methods – informal discussion, small group conference, and large group discussion – and a number of factors determine whether one method or another is preferable in a given situation:

- The size of the group
- The nature of the audience – its educational level, its intellectual capacity, its ethnic composition, its social and economic background, and perhaps its sex
- Whether the audience has met before or has been brought together for the first time
- The nature of the subject
- The limitations imposed by the meeting place

Informal Discussion

Informal discussion is especially well-adapted to adult education, for it promotes the free exchange of information and ideas in an informal and friendly atmosphere. This method is particularly

successful in classes in parent education, classes in current history, vocational classes, and classes in English and foreign languages. In fact, it can be used to advantage in all classes that adults attend. Devices used to develop informal discussions are as follows:

- The instructor becomes informal himself. He is able to step out of the "professorial" character and talk to his students as equals.

- He directs students toward conclusions, not in an obvious manner but by entering into the discussion as a participant.

- He starts discussions with simple questions, usually directed to the whole group. For example, he may state a problem and ask, "What can be done about it?"

- He uses a problem presented by a student as a discussion theme. For example, a student in an art class may want advice on some color combination. The teacher may find that all students in the class are interested, and through informal discussion they may bring out information which might have been overlooked.

- He may start a discussion on the analysis of a problem. For example, in a clothing class he may ask for an analysis of the points to be considered in being well dressed.

- He may start a discussion by asking questions regarding the pros and cons or advantages and disadvantages of a given situation.

- He creates situations in which a student feels free to bring up points on which the teacher has not been clear. Then, through informal discussion, the teacher clarifies the point not only for that student but also for all students in the class.

- The teacher may show uncertainty about a point and start discussion in order to clarify the point. This will develop discussion among the students, who are usually glad to make contributions toward clarification.

- He may open up informal discussion by starting to talk with one person about a problem and gradually include others until all of the group are participating.

- He may start the discussion on a subject of obvious interest which will lead into the presentation he has planned for the class period. In this way the alert teacher engenders interest throughout the class period, as he might not have been able to do if he had started immediately with the presentation of a new theme.

- The teacher uses all of the techniques he learned in his study of group discussion methods to ensure that all members of the class participate and that the discussion is not monopolized by a few.

The teacher should remember that more planning, ability, and self-confidence are needed to carry on the presentation through the informal discussion method than through the more common methods of lecture, demonstration, illustration, and individual instruction. The results he gets, however, through the planned use of informal discussion justify the additional effort.

It should be remembered that much adult education occurs in conversation. The alert teacher can use this natural method frequently. The probabilities are that, more and more, the informal, directed conversation method will be used in adult classes. Not only can this method be used during class, but it is frequently effective after the class period is over. It is a paradox that some teachers who do not use the informal discussion method relate that some of their best work is done when students gather around them to talk after the formal class session is over.[1]

Small Group Conference

The small group conference is formed, in the first place, for a specific purpose. It may be formed for the purpose of planning, developing ideas, or generating action. The small group conference is one of the most effective methods used in adult education because it conforms to the requirements implied in the statement of basic

---

[1] Paul H. Sheats, Clarence D. Jayne, and Ralph B. Spence, *Adult Education.* New York: Dryden Press, 1953, pp. 328-43. See also: *Adult Education Handbook for In-Service Teacher Training Programs.* Bulletin of the California State Department of Education, Vol. XXIII, No. 5 (August, 1954). Sacramento: California State Department of Education, 1954.

principles of teaching adult groups: (1) the leader and the student are dealing in specific and lifelike situations; (2) the student is a participant rather than a spectator; and (3) the expression of student experience and thought constitutes the subject matter.

In beginning a small group conference, the teacher should:

- Be a good host.
- Start the discussion.
- Appoint a recorder to take notes.
- Appoint an observer to keep the group at work on the problem.
- Follow the discussion carefully, inviting all to take part.
- Remember at all times that he is not instructing; he is leading, and all are sharing ideas.
- Take part like other group members, but keep in mind the need to draw out ideas from others.

Large Group Discussion

The discussion method in large groups is effective to the degree that there is platform-audience intercommunication. Presentations of subjects to an audience include lectures, symposiums, panels, forums, interviews, quizzes, debates, workshops, demonstrations, dramatizations, motion pictures, radio, and television. Methods and procedures used to develop audience participation are questions and answers, question cards, listening teams, observing teams, small group conferences, buzz sessions, and role-playing.

The panel and the symposium are used as methods of communication between the platform and the audience.

The panel method. A panel discussion is held by a selected group of persons – preferably experts or well-informed persons – before an audience. The discussion is conversational – not a presentation of prepared speeches or arguments, but rather a free and easy exchange

of ideas, generally followed by questions from the audience directed to one or more members of the panel.

When a group is too large for all to take part in a discussion, the panel method serves best. When the group numbers more than 40 persons, panels have a definite advantage. Four to ten persons make a satisfactory panel – a group small enough for genuine conversation, yet large enough for variety. The panel gets important facts and different viewpoints out into the open, stimulates audience thinking, and encourages wide participation by the audience. The panel method may be used effectively only if the moderator has an understanding of what the panel method is and is able to make the the modifications that may be necessary.

Like the conference method, the panel discussion method of teaching provides an opportunity for collective thinking. An important difference between the conference method and the panel method is that the panel must be aware, at all times, that it is making a presentation to an audience, whereas in the conference the group is concerned only with itself. The best panel situation exists when a group of persons who have common problems and common experiences is sitting on a platform around the leader in much the same way that a conference group is seated, except that care must be taken that both the leader and members of the panel face the audience. The discussion, then, is carried on in much the same way as in the smaller group. The techniques that the leader uses to promote group thought and participation are:

- Stating the problem in clear, definite, and concise terms
- Asking simple questions in terms of what, when, how, and why
- Analyzing cases and situations
- Reviewing advantages and disadvantages of a course of action
- Encouraging the panel to break down problems into component elements
- Asking for possible solutions to problems
- Striving to reach a common agreement on important issues

The discussion leader of the panel cannot use to advantage the mechanical aids which he uses in the conference. For example, he does not write an analysis or list advantages and disadvantages on the chalkboard. He must be aware, at all times, that he has a listening group and that he must keep that group attentive to what is being said on the platform. On the other hand, he has the advantage of being able to select members of the panel with regard to their ability to keep the attention of an audience.

The symposium method. The symposium is often confused with the panel. In many instances a person who has been invited to serve on a panel expects to discuss a subject with other members of the panel but finds, instead, that he is one of several speakers who are expected to make formal presentations.

A successful symposium gives the audience well-organized statements relating to selected aspects of the same problem. When good symposium speakers are available for a meeting, they may often be used to advantage. Symposium speakers perform essentially the same function as that of a single speaker. In a symposium, two or more speakers present different aspects of the same problem through prepared speeches. The speakers are chosen because they are authorities on the subject of the symposium and present essential information, ideas, and viewpoints needed as a basis for the panel discussion or audience discussion to follow.

Some good reasons for using the symposium method are:

- Several short speeches provide a change of "face and pace," which is effective in maintaining audience interest and attention.
- Each speaker presents a single phase of the problem, and therefore each phase is likely to be presented with thoroughness and clarity.
- Since each speaker has a definite time limit, he is likely to hold his presentation to essentials.
- Several speakers, each with special knowledge in his division of the subject, may give a wider range of information for the audience to discuss after the presentation.

In adult education classes, many indirect values may be developed through the use of the symposium procedure. Some values that accrue to students who participate as speakers in symposiums are the following:

- Students are encouraged to do individual research in obtaining data for presentation.
- They have the experience of analyzing phases of a topic.
- They have an opportunity to practice the preparation of proper presentation.
- They have an opportunity to discuss the relationships between the phases of a topic.
- They may have an opportunity to organize presentations on phases which are of particular interest to them, or which are within their own experience.

The types of subjects or topics which may be used for a symposium differ from those used in the conference method. Topics which relate to local, state, or national interests; city beautification; home decoration; clothing or food; and the like lend themselves to the symposium procedure.

The Lecture

The pure lecture is a discourse by the teacher. The lecture method is useful in adult education even though much of the criticism of the lecture method has been justified. It is unfortunate that the critics have not made it clear that most of the fault lies with misuse and overuse of the lecture rather than with the nature of the method itself. Its improper use has been so emphasized that some teachers avoid the lecture altogether, although at times it is the most effective and economical way of presenting a subject.

A factor which limits the use of the lecture method is that adults come to class for activity and want to feel that they are helping to work out problems for themselves. However, to give an activity meaning and to aid students in working out problems for themselves,

the teacher must give them certain information. Ordinarily, this information might be obtained through assigned reading; however, few textbooks are suitable for use in classes for adults, and reference books are not available for most adult classes. Furthermore, adults have obligations which occupy their time when they are not in class, so they should not be expected to do much outside reading in connection with the course. Thus, if the teacher is to make certain that all members of the class have the necessary information and understanding, he must make it available to them. He can do so by making proper use of the lecture method.

Using the lecture method, the teacher should keep in mind certain rules:

- Avoid excessive use of the lecture. (Sometimes a teacher finds it easier to talk than to plan the use of a method which would be more effective.)

- Rarely use the method in pure form. Combine the lecture with other methods such as discussion, question and answer, demonstration, and illustration. (See the following section.)

- Organize the lecture beforehand, according to a definite plan, to interest the group, to cause them to think, and to enable them to learn.

- Develop sensitivity to the responsiveness of the class and be prepared to switch to an alternate method at a sign of lagging interest.

- Have a specific purpose that is known and acceptable to the students.

The Lecture Combined with Other Methods

It is a basic principle of adult learning that the adult wants to learn and learns best through participation – doing something, expressing himself, and thinking with a purpose. Also, it is likely that the adult has had experiences related to the subject matter of the course he is taking, and the teacher should continually make use of these experiences. Obviously, the pure lecture method violates these two

principles. By combining other methods with the lecture, however, the teacher can observe both principles without lessening the effectiveness of the lecture.

Some methods which may be easily and naturally combined with the lecture are:

- Question and answer (This method gives the student an opportunity to clarify any points which he does not fully understand.)

- Discussion (Discussion affords an opportunity for participation by students and gives them the satisfaction of contributing to the learning experience by having their own experiences and thinking used in the presentation.)

- Demonstration (See the following section. Demonstration contributes to additional interest in learning which comes from observation of subject matter in action.)

- Illustration (See the following section. Illustration includes citation of cases and the use of all types of visual aids. Visual aids provide the class with opportunities to use an additional sense – sight – in absorbing the material of the lecture and, in the case of films, in seeing the subject matter in action.)

These methods, when appropriately combined with the teacher's discourse, add interest to the lecture and make the total presentation more effective. It is just as true that each of the other methods is improved by some lecturing – to explain, to point out significances, to emphasize important factors, to present the teacher's point of view, to relate material that has preceded with that which is to follow, and to summarize.

Demonstration and Illustration

Both demonstration and illustration are useful and even essential methods in adult education. Demonstration is used in conjunction with most other methods of instruction – from the tutorial to the lecture method. Illustration includes the presentation of verbal pictures as well as all types of visual material.

It is in this area that great support can be drawn from the field of instructional technology; i.e., the use of flat pictures, graphs, maps, slides, films, three-dimensional objects, the chalkboard, recordings, radio, and television.

Teachers who are fortunate enough to have available to them some of the more recently developed machines such as the cartridge projectors, overhead projectors with accompanying acetates, and portable video-tape recorders are well aware of how these machines can enhance teaching.

Individual Instruction

The tutorial or individual method of instruction combined with demonstration is probably the oldest procedure of instruction known. When used properly in relation to the type of class, subject matter, and other methods, individual instruction has certain distinct advantages in adult education:

- It places responsibility squarely on the student.
- It develops initiative.
- It permits each student to progress at his own rate.
- It permits constant checking of the student's work.
- It enables the teacher to make needed individual adjustments more easily and readily.
- It gives that desirable personal relationship between teacher and student which is so often lacking in group instruction and which is so necessary in classes in which adult students are seeking to overcome educational handicaps and shortages.
- It enables the rapid learner to broaden his learning to include related information, since his progress is not retarded by other students.
- It enables the slow student to make more rapid progress, since he receives individual attention.

Drill and Practice

The terms "drill" and "practice" are often used interchangeably. Generally speaking, however, drill is a structured activity carried on, step by step, under the immediate and active supervision of the instructor, while practice implies informal and independent repetition. Practice has a much larger place than drill in the adult learning process.

These methods of teaching are used regularly in most classes for adults, particularly in learning skills. Drill and practice are necessary in acquiring a degree of improvement which goes beyond the knowledge of what is required in the performance of skills. For acquiring skills, drill and practice are the methods usually followed; however, in certain subjects, skills are acquired through repetition.

The nature of drill and practice depends, as in the other methods, upon the kind of subject matter and the objectives of the student. Learning to type, for example, differs from learning to speak a foreign language. The aim of most adults studying a foreign language is to acquire a limited ability to speak and understand the language. To this end, emphasis is placed on acquiring the ability to think in the new language without using the corresponding English words. Although both drill and practice are helpful, the adult quickly grows impatient of mere repetition. Thus, it is advisable to drill not on single words or forms, but rather to include these in complete, meaningful sentences.

Successful drill and practice depend upon certain well-established essentials:

- Receptivity of the students to drill and practice
- Correct demonstration of the skill to be practiced
- Meaningful practice exercises
- Brief and varied drills
- Competition in drills
- Care in the correction of errors

Review

Review can be used effectively in practically any area of study. Methods of review in adult education are:

- Discussion
- Reporting
- Short lectures
- Use of advanced students as helpers
- Informal question and answer sessions
- Drill and practice
- Tests

Projects

A project conforms to a real-life experience in that it is a unit of activity such as an adult might engage in outside the classroom in pursuit of a normal interest. The four major steps in project activity include:

- Selecting the subject for a project
- Planning the project
- Conducting the project
- Evaluating the project

Problem Solving

Problem solving is a procedure used in the teaching of a wide range of subjects. It is especially useful in connection with projects and workshops and is one of the most effective procedures used in adult education.

A "problem," as the word is used in adult education, may be any situation which presents to the student a difficulty to be met, a decision to be made, a thought-provoking question to be answered, the choice between alternate ways of performing an act, a conclusion or inference to be drawn, an analysis to be made, a solution to be found, or a relationship to be determined.

A problem may be either planned and presented by the instructor or originated by the student. A problem is a genuine difficulty which the student knows he must overcome; it provokes thought, invites initiative, and spurs him to purposeful activity. A problem challenges the student's ability to a point where he experiences a feeling of accomplishment in working out the solution. Adults experience real satisfaction in solving problems that are real. If artificial problems are imposed, however, their response may be negative or indifferent. Because adults do like to solve real problems within their ability and interest, problem solving is an effective teaching procedure that can be used to advantage in most learning situations.

Considerations in the use of the problem-solving method include the following:

- Many problems may be solved mentally, without the aid of any physical materials.

- More complex problems may require symbols for their solution – the use of figures, drawings, blueprints, or illustrations on paper or chalkboard, or the construction of models.

- Other problems may be solved by actually performing an act or making an article. In this case, the materials used are genuine, size and dimensions are accurate, and the purpose of the act or use of the article will represent a normal life experience. Activities of this type are projects. Thus, while every project represents a problem, not all problems are projects. "Problem" is the more exclusive term.

Whether the solution to a problem involves reasoning or symbols or actual performance or constructiion, other methods such as demonstration, lecture, and illustration may be used to aid the student in problem solving.

Public Affairs Forums

The public affairs forum has developed a number of special methods which, while primarily applicable to this type of education, have a certain relation to other forms of instruction. The forum leader is a special sort of teacher; the forum group, a special type of class. The forum technique may include the debate method, the joint discussion method, and the use of radio, television, or films.

Techniques of Evaluation in Adult Education

Evaluation provides a basis for comparing what *is* with what *should be;* it becomes an instrument for measuring progress – or lack of it. The purpose of evaluation is to identify areas of learning which need improvement, whether for an individual course or for a total program.

Evaluation takes place, consciously and unconsciously, formally and informally, in at least three distinct but related areas:

- Program evaluation
- Staff evaluation
- Student evaluation

Program Evaluation

A *Study Guide for Evaluation of Adult Schools,* developed jointly by the Los Angeles City and County Administrators Association and published by the California Association of Adult Education Administrators, has been approved by the Secondary Commission of the Western Association of Schools and Colleges for use in the evaluation of adult schools as part of the accreditation procedures for secondary schools. This guide provides for a comprehensive evaluation of adult schools which could result in a five-year accreditation by the Western Association of Schools and Colleges. It can be obtained from the California Association of Adult Education Administrators, 1228 N Street, Suite 2, Sacramento, California 95814.

Evaluation of a total program should provide information necessary for general improvement of the program with respect to objectives and goals. Careful evaluation may also serve other purposes. It may provide supporting evidence for program changes or budget requests. It helps keep programs "in tune" with the changing needs of society. The significant evaluative processes are those observations or comments which are made by the staff and students and which influence decisions affecting the program operation.

The following principles of evaluation have been suggested:

1. Self-appraisal is better than appraisal by outsiders.

2. It is often better to build your own evaluation instruments than to use ready-made ones.

3. Everyone concerned with the educative process should be involved in evaluation.

4. Comparison with self leads to more growth than comparison with others. . . . Measurement of growth cannot be made against the objectives of some other program.

5. Evaluation offers greatest potential benefit if it is a long-time, continuous, and built-in part of the total educational process. [1]

Although these principles, as presented, have direct application to total program review, they obviously apply to the individual areas of evaluation as well.

Staff Evaluation

Traditionally, staff evaluation has been the responsibility of the administrator. He is called upon to exercise his judgment in describing staff members' apparent abilities, capacities, and sensitivities as displayed in a variety of situations. He is concerned with the total staff – teachers, counselors, secretaries, clerks, custodians – and their contributions to the total learning program.

---

[1] *Public School Adult Education – A Guide for Administrators* (Revised edition). Edited by John H. Thatcher. Washington, D.C.: National Association of Public School Adult Educators, 1963, p. 180.

Although the classified staff (secretaries, clerks, and custodians), in dealing with students and other staff members, has responsibilities in the total program, the key to the success or failure of the program is the teacher. Many different types of instruments, ranging from elaborate checklists to simple questionnaires requiring narrative comments, have been devised for evaluating teacher performance. Regardless of its form, the evaluation compares actual performance with ideal performance. Teachers of adults should:

- Understand the problems and needs of students ranging in age from young adulthood through retirement.
- Possess the skills necessary for adequate planning and proper motivation.
- Be flexible enough to adjust quickly and often.
- Be capable of treating students and colleagues impartially.
- Know their own subject areas in depth.
- Approach their profession with receptive minds, willing to extend and improve their knowledge.
- Recognize and respect the dignity of the individual.

The most accurate or meaningful evaluation is probably the self-appraisal made by each instructor. As a general rule, the better teacher will be aware of his strengths and weaknesses and will continually strive for improvement. On the other hand, teachers who, because of inexperience or personality flaws, cannot or will not undertake self-appraisal must be evaluated by another person.

Any evaluation should reflect as many sources of information as possible and should be designed to serve its principal function – the improvement of the program.

Student Evaluation

Regardless of the type of class – high school credit classes or very informal, noncredit classes – evaluation must take place. Each

teacher must consider several basic steps to ensure valid results of the evaluative process.

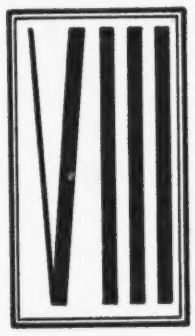
The teacher must assess the learning situation, keeping in mind the character of the class and the manner in which the students are expected to interact. Students have a responsibility to the class, the instructor, and to themselves to contribute to the "personality" of the class. They should not only be given an opportunity to participate but should also be encouraged to do so.

Objectives of the instruction should be examined carefully before a determination of evaluative techniques is made. The teacher must have goals clearly in mind in order to evaluate effectively the students' performances.

A variety of evaluative instruments may be used, depending upon the nature of the instruction and the type of progress or attitudes to be identified. Regardless of the instruments used, however, evaluation in classes for adults is most effective when it occurs frequently and in relatively small "doses." Frequent evaluation not only provides the students with a current appraisal of their progress but also gives them a better chance to review and reevaluate their own problems.

As early in the instruction as possible, the teacher should inform the class that evaluation will take place, why it is being done, and the manner in which it will be done. It is important that the students share in establishing the evaluative system. They must understand clearly what is expected of them and what can be expected of the instructor in terms of evaluation.

Not all evaluation is done with instruments. Sometimes flexibility, enthusiasm, and creativity are characteristic of a good teacher. The same traits may also be characteristic of a successful class or student. When these qualities are obvious in the interaction between teacher and students, effective learning is taking place.



Teachers of Adults

Teachers of adults frequently are persons who have been engaged in some type of everyday teaching activity. In addition, many teachers of adults are recruited from business and industry because of their competencies in specialized fields. Competent teachers of adults are those who have retained their insight into the problems and hopes of other adults, and have recognized the importance of flexibility and diversity in working with adults.

Identifying Teachers of Adults

Superior teachers of adults are characterized by their enthusiasm, warmth of personality, and sincerity. Their knowledge of subject matter and of the best approaches to the differing learning situations of students is recognizable. They are aware that learning takes place when student involvement is high. Usually these teachers have a wide range of interests and above-average verbal intelligence. They are fair in all of their dealings with students.

A good teacher appreciates student interests and accomplishments and is ready to suggest feasible goals to students. The teacher is not too busy with other responsibilities and interests to have time for his teaching project. One of the more important characteristics in the teaching of adults is the patience that the teacher exhibits with students and with himself during the beginning periods of learning. The patient teacher encourages students to take the time needed for learning and digesting what is being studied. He must be able to keep the class in order and yet not be unduly strict about unimportant things. He keeps the class on the track by varying the teaching methods and the student work to meet the needs of the students.

The teacher of adults is a leader. He leads because he is prepared. He can recognize in his students the good that they bring to class and their individualities and distinct needs as being similar to his own. He creates situations that are educationally sound and situations where learning can take place effectively. The teacher of adults is aware of the fact that humor, color, drama, and illustration aid in the learning process for adults as well as for children and youth. His enthusiasm for his work assists greatly in giving the adult student the encouragement needed for success.

The effective teacher is usually the teacher with "holding power" – the effective way the teacher employs methods in the classroom, uses visual aids, uses guest speakers, develops interest in the class, leads students to learn, plans special reports, plans and gives demonstrations, and leads group discussions, panels, and symposiums or uses other techniques to hold student interest. Many of the activities the teacher conducts in the classroom foster an informal, friendly atmosphere. This makes it possible for the student to experience success in the class and not feel that he has been criticized, that he is clumsy, or that adverse attention has been called to him in any way. The student feels the friendly, cheerful, congenial atmosphere that the teacher creates.

Recruiting Teachers of Adults

Elementary and junior high school principals, supervisors, department heads, and teachers are good contacts regarding persons who have had or could have success in teaching adults. Professional groups outside of education – such as social workers, registered nurses, public health nurses, and many kinds of licensed technicians – are good sources for recruiting persons for the adult education teaching field. Business, trades, and industry are additional sources for well-qualified and highly motivated teacher candidates.

In California public adult education, both experience and professional training are important to consider in the credentialing and hiring of teachers of adults. It is desirable that these teachers have some experience in the area in which they are to teach. The number of years of experience, however, is not of prime importance. In most cases the teaching of adults involves a knowledge of reading and an understanding of the techniques of identifying the reading

problems adults have. Experience in the elementary school does not always qualify a person to be a teacher of adults, since many of his procedures and techniques must be changed to be suitable for the adult learner.

It has long been felt that the bachelor's degree or the equivalent of three years of college, plus special training in teaching methods, should be a basic part of the professional training of the teacher of adults. It is also well for the teacher to have had some general courses that include the information contained in this handbook, together with the subjects in the Selected References.

The teacher of adults should learn about his students quickly in order to adapt the course to meet their needs or at least to make sure the students understand the purposes for which they have enrolled. Knowing how adults behave and learn is essential.

Cooperating with the School District

It is very important for the teacher of adults, particularly those who conduct evening sessions, to be cooperative with the regular teacher whose room he is using, the school administrators, and the custodial staff. His consideration of these persons assists greatly in the kind of environment he is able to maintain in the school for the student.

The teacher of adults must be familiar with the school district reports, policies, and records which form the basis for district reimbursement. The teacher may be called upon to register students and to prepare attendance records, both weekly and monthly, with accuracy and efficiency. He must know that the reports are to be submitted to the administrator promptly and correctly completed.

The teacher of adults should keep informed of the total adult education program in the district and surrounding areas; he should also have some knowledge of the total statewide program. With this background he is able to assist in placing those students whose ability or background and interests are inadequate for satisfactory progress in his class. The good teacher realizes his own limitations in counseling and guidance and is aware of the counseling services available in the adult schools so that he may refer students for

necessary educational and vocational planning. He makes it a point to know the schedule of the adult program and to become acquainted with the special abilities of the other teachers.

Training Teachers of Adults

California can be justly proud of its more than 20,000 teachers of adults. More than two-thirds of these teachers have been selected because of their training and experience in specialized fields. They have a thorough knowledge of their subject and possess excellent skills. Many wish to acquire teacher training as well but hold full-time positions and find it difficult to enroll in any of the established classes for further formal training.

Teachers of adults can be trained in the major universities of the state and in many of the state colleges, through extension courses offered throughout the state, or correspondence courses offered by the University of California Extension Division. When teachers in a school district want to enroll in such courses, the district may approach any one of the schools for extension programs. These programs are made available for teachers who are taking part in the adult education programs and who have a limited amount of time to secure the training they need or would like to have to obtain a credential or to upgrade themselves.

Training programs have been established in the following subject areas: methods and materials in adult education, principles of adult education, psychology of adult learning, curriculum materials, parent education, counseling techniques in adult education, and community analysis.

Classes in curriculum and materials have encouraged many groups, especially among the sections of the California Council for Adult Education, to collect curriculum materials. In the council's section and state meetings, teachers have benefited from the free exchange of curriculum materials.

Through membership in adult education organizations, teachers of adults must work to improve their professional status and to contribute to the development of more active adult education programs. By attending local institutes and meetings for teachers of

adults, they can obtain information of practical value in improving their teaching techniques. Teachers should also enroll in inservice training programs and courses that will keep them abreast of new developments in their fields.

A large number of persons who wish to become a part of the adult teaching program might be classified as paraprofessionals. They can be trained as aides and used to advantage as assistants to the regular teacher. Some school districts find it necessary to have large enrollments in each section of their adult program in order to receive enough apportionment funds to meet their financial responsibilities. In such cases, paraprofessionals perform a valuable service for the school district.

Credentials, Tenure, Sick Leave, and Retirement Benefits

The information in this chapter is subject to change. Readers are urged to consult up-to-date laws and regulations pertaining to the specific areas covered in this chapter.

Credentials Authorizing Service

Four basic types of credentials granted prior to January 1, 1964, authorize service in adult schools and classes for adults: (1) an adult education credential in designated subjects, an adult education credential for short unit courses, and a class D vocational credential in trade, industrial, and public service education; (2) a general secondary credential authorizing the holder to teach any subject, either in high school or junior college; (3) a special secondary credential authorizing the holder to teach only specified subjects and classes in high school or junior college; and (4) a junior college credential authorizing the holder to teach any subject in a junior college but not in a high school.

Under the new credential structure, which became operative January 1, 1964, service in classes for adults is authorized by (1) a standard teaching credential with specializations in elementary teaching, secondary teaching, and junior college teaching; and (2) a standard designated subjects teaching credential authorizing the holder to teach only designated subjects (Education Code sections 13190 [b], 13192 [b], 13194 [b], and 13195).

Present credential requirements for teachers in classes for adults as authorized by the California Administrative Code, Title 5, Education, follow:

GROUP 6. THE STANDARD DESIGNATED SUBJECTS TEACHING CREDENTIAL

Article 1. General Provisions

6302. Application and General Requirements. An applicant for the standard designated subjects credential shall comply with the procedure prescribed for application (Article 3 of Subchapter 18) and shall have completed the specific requirements set forth in this Group 6 with respect to the subject to be designated on the credential.

Article 9. The Standard Designated Subjects Teaching Credential Limited to Classes Organized Primarily for Adults

6370. Specific Requirements. The specific requirements for a standard designated subjects teaching credential limited pursuant to Education Code Section 13151 to teaching classes organized primarily for adults are all of the requirements of either (a) or (b).

(a) **Full-time Teaching.** Both of the following:

(1) Four years of appropriate education taken after high school graduation, or four years of appropriate successful experience obtained after high school graduation in the subject to be named on the credential, or any combination of any such experience and education. For a credential authorizing teaching in an academic subject matter area, the education shall be at the college or university level.

(2) Four semester hours of course work in the principles, methods, and materials of adult education.

(b) **Part-time Teaching.** Both of the following:

(1) The education, experience, or education and experience described in (a) (1).

(2) Submission of a written statement made by an official of a school district that, if the credential is granted, the applicant will be employed in that district to teach the subject or subjects named on the credential for not more than 120 clock hours per year, or a comparable statement made by a county superintendent of schools.

6371. Authorization for Service. (a) **Full-time.** The credential issued pursuant to subsection (a) of Section 6370 authorizes the holder to teach the subject or subjects named on the credential to classes organized primarily for adults.

(b) **Part-time.** The credential issued pursuant to subsection (b) of Section 6370 authorizes the holder to teach such subject or subjects to such classes for not more than 120 hours per year.

6372. Issuance on Condition Upon Partial Fulfillment of Requirements. The credential, valid for two years, authorizing full-time teaching in classes organized primarily for adults, shall be granted on condition to an applicant who meets the requirements of Section 6370 (a) (1) and submits his written statement that he intends to complete all of the requirements for the credential.

The standard designated subjects teaching credential limited to classes organized primarily for adults authorizes full-time and part-time teaching. The holder of a part-time teaching credential is authorized to teach no more than 120 hours per school year. A clear credential that authorizes either part-time or full-time teaching is valid until revoked. A credential issued on a partial-fulfillment-of-requirements basis is valid for two years.

If the applicant is applying for a credential on a partial-fulfillment-of-requirements basis, he not only must submit the regular statement that he intends to complete all the requirements for the credential (four semester hours of course work in the principles, methods, and materials of adult education), but also must furnish a statement of intent to employ, which is completed by an official of the school that will employ him.

Education Code Section 13162 provides for each county or city and county board of education to issue temporary certificates for the purpose of authorizing salary payments to teachers whose credential applications are being processed. The applicant for such a temporary certificate shall make a statement under oath that he has duly filed his application for a credential, together with the required fee, and that to the best of his knowledge no reason exists why he should not be issued a certificate. Such certificate shall be valid for not more than 90 school days and only until the credential originally requested is either issued or denied by the State Board of Education.

Tenure for Teachers of Adults

The following sections of the Education Code relate to tenure and permanent classification for teachers of classes for adults:

13309. When a teacher of classes for adults serves sufficient probationary time as provided in Sections 13303 to 13308 and 13328 to be eligible for election to permanent classification in that district, his tenure shall be for such service as is equivalent to the average number of hours per week which

he has served during his probationary years. In no case shall such an employee be classified as permanent for more than one full-time assignment. The service for which such a person has acquired tenure may be reduced in conformity with Sections 13447 and 13448.

13311. Nothing in Sections 13303 to 13308, inclusive, shall be construed to give permanent classification to a person in the evening school who is already classified as a permanent employee in the day school. In case a teacher obtains permanent classification in the evening school and later is eligible for the same classification in the day school by reason of having served the probationary period therein, he shall be given his choice as to which he shall take.

Sick Leave for Teachers of Adults

Regulations relating to sick leave are set forth in the following section of the Education Code:

13468. Every person employed five days a week by a school district in a position requiring certification qualifications shall be entitled to 10 days' leave of absence for illness or injury and such additional days in addition thereto as the governing board may allow for illness or injury, exclusive of all days he is not required to render service to the district, with full pay for a school year of service. A certificated employee employed for less than five school days a week shall be entitled, for a school year of service, to that proportion of 10 days' leave of absence for illness or injury as the number of days he is employed per week bears to five and is entitled to such additional days in addition thereto as the governing board may allow for illness or injury to certificated employees employed for less than five school days a week; pay for any day of such absence shall be the same as the pay which would have been received had the employee served during the day. Credit for leave of absence need not be accrued prior to taking such leave by the employee and such leave of absence may be taken at any time during the school year. If such employee does not take the full amount of leave allowed in any school year under this section the amount not taken shall be accumulated from year to year with such additional days as the governing board may allow.

The governing board of each school district shall adopt rules and regulations requiring and prescribing the manner of proof of illness or injury for the purposes of this section. Such rules and regulations shall not discriminate against evidence of treatment and the need therefor by the practice of the religion of any well-recognized church or denomination.

Nothing in this section shall be deemed to modify or repeal any provison of law contained in Article 3 of Chapter 6 of Division 3 of the Health and Safety Code.

The provisions of Section 13467 relating to compensation shall not apply to the first 10 days of absence on account of illness or accident of any such

employee employed five days a week or to the proportion of 10 days of absence to which such employee employed less than five days a week is entitled hereunder on account of illness or accident or to such additional days granted by the governing board.

If the employee does not take the full amount of leave allowed in any school year, the leave is accumulated to his credit from year to year, with such additional days as the governing board may allow. Furthermore, a certificated employee's sick leave entitlement can be transferred from one district to another (Education Code Section 13468.1).

Retirement Benefits for Teachers of Adults

Regulations relating to the State Teachers' Retirement System are set forth in sections 13801 through 14415 of the Education Code. Teachers in adult education programs, including part-time teachers, are members of the retirement system with the exception of those listed in Education Code Section 14001, as follows:

> 14001. . . . (e) Persons not already members who are employed on a part-time basis and who will render less than 24 hours of service per pay period, or on a daily basis and who will serve less than four days per pay period.
>
> (f) Persons not already members who are employed as instructors of adult education classes which have a duration of less than one school semester, or less than one school quarter of 12 weeks if the district operates its adult education program on that basis.
>
> (g) Persons not already members who are employed as part-time teachers and who are concurrently employed in full-time positions as members of another retirement system, other than a local system or a system administered and supported by the United States government, supported wholly or in part by public funds.
>
> For the purpose of this section a pay period may not be less than four weeks or more than one calendar month. . . .

Full-time and part-time teachers in adult education programs may obtain further information about retirement from the State Teachers' Retirement System, 1416 9th Street, Sacramento, California 95814.

Selected References

BOOKS

Adult Education Outlines of an Emerging Field of University Study. Edited by Gale Jensen and Others. Washington, D.C.: Adult Education Association of the U.S.A., 1964.

Focus on Public School Adult Education. Annual yearbook. Washington, D.C.: National Association for Public School Adult Education, 1961-1964.

Houle, Cyril O. *Continuing Your Education.* New York: McGraw-Hill Book Company, 1964.

———. *The Inquiring Mind: A Study of the Adult Who Continues to Learn.* Madison: University of Wisconsin Press, 1961.

Kidd, J. R. *Financing Continuing Education.* New York: Scarecrow Press, Inc., 1962.

———. *How Adults Learn.* New York: Association Press, 1959.

Knowles, Malcolm S. *The Adult Education Movement in the United States.* New York: Holt, Rinehart & Winston, Inc., 1962.

Many, W. A., and F. W. Lanning. *Basic Education for Adult Learners.* Boston: Houghton Mifflin Company, 1966.

———. *Handbook of Adult Education in the United States.* Chicago: Adult Education Association of the U.S.A., 1960.

Miller, Harry L. *Teaching and Learning in Adult Education.* New York: Macmillan Company, 1964.

Morgan, Barton, and Others. *Methods in Adult Education.* Danville, Ill.: Interstate Printers & Publishers, Inc., 1960.

An Overview of Adult Education Research. Edited by Edmund DeS. Brunner and Others. Chicago: Adult Education Association of the U.S.A., 1959.

Public School Adult Education 1965 Almanac. Washington, D.C.: National Association for Public School Adult Education, 1965. (Replacement of *Focus* as annual report of activities of the National Association for Public School Adult Education; membership list)

Sheats, Paul, Clarence D. Jayne, and Ralph B. Spencer. *Adult Education.* New York: Dryden Press, 1953.

Staton, Thomas F. *How to Instruct Successfully.* New York: McGraw-Hill Book Company, 1960.

Study Guide for Evaluation of Adult Schools. Los Angeles: California Association of Adult Education Administrators, 1962.

Venn, Grant. *Man, Education, and Work.* Washington, D.C.: American Council on Education, 1964.

BOOKLETS AND MONOGRAPHS

Adult Education Theory and Method: Adult Learning. Edited by Coolie Verner and Thurman White. Washington, D.C.: Adult Education Association of the U.S.A., 1965.

The Case for Adult Education. Washington, D.C.: National Association for Public School Adult Education, 1960.

The Continuing Learner. Edited by Daniel Solomon. Chicago: Center for the Study of Liberal Education for Adults, 1964.

Counseling and Interviewing Adult Students. Washington, D.C.: National Association for Public School Adult Education, 1960.

Crabtree, Arthur P. *Civic Education: Programs for Adults.* Washington, D.C.: National Association for Public School Adult Education, 1960.

Federal Support for Adult Education: A Directory of Programs and Services. Washington, D.C.: Adult Education Association of the U.S.A., 1966.

Hallenback, Wilbur, and Others. *Community and Adult Education.* Chicago: Adult Education Association of the U.S.A., 1962.

Hely, A.S.M. *New Trends in Adult Education.* Monograph on Education, No. 4, Paris: UNESCO, 1962.

How Adults Can Learn More – Faster. Washington, D.C.: National Association for Public School Adult Education, 1961.

Impact. Washington, D.C.: National Association for Public School Adult Education and American Association of School Administrators, 1964.

Johnstone, John, Wallace Claire, and Ramon J. Rivera. *Volunteers for Learning: A Study of Educational Pursuits of American Adults.* Monograph on Social Research, No. 4. Chicago: Aldine Publishing Company, 1965.

Liveright, Alexander Albert, and Freda H. Goldman. *Significant Developments in Continuing Higher Education.* Brookline, Mass.: Center for the Study of Liberal Education for Adults, 1965.

London, Jack, and Others. *Adult Education and Social Class.* Cooperative Research Project No. 1017. Berkeley: Survey Research Center, University of California, 1963.

Psychological Backgrounds of Adult Education. Notes and Essays on Education for Adults, No. 40. Edited by Raymond G. Kuhlen. Brookline, Mass.: Center for the Study of Liberal Education for Adults, 1963.

"Psychology of Learning," *Techniques for Teachers of Adults,* II (November, 1961), National Association for Public School Adult Education, Washington, D.C.

Public School Adult Education: A Guide for Administrators (Revised edition). Edited by John H. Thatcher. Washington, D.C.: National Association for Public School Adult Education, 1963.

Sociological Backgrounds of Adult Education. Notes and Essays on Education for Adults, No. 41. Edited by Hobert W. Burns. Brookline, Mass.: Center for the Study of Liberal Education for Adults, 1964.

Taylor, Harold, and Others. *Today and Tomorrow: Three Essays on Adult Education in the Future.* Chicago: Center for the Study of Liberal Education for Adults, 1961.

Verner, Coolie, and Alan Booth. *Adult Education.* Washington, D.C.: Center for Applied Research in Education, 1964.

———. and Thurman White. *Adult Education Theory and Method: Administration of Adult Education.* Washington, D.C.: Adult Education Association of the U.S.A., 1965.

Whipple, James B. *Especially for Adults.* Notes and Essays on Education for Adults, No. 19, October, 1957. Brookline, Mass.: Center for the Study of Liberal Education for Adults, 1957.

PUBLICATIONS OF THE DEPARTMENT OF EDUCATION

Babitz, Milton. *Handbook on Parent Education* (Revised edition). Bulletin of the California State Department of Education, Vol. XXVII, No. 3, May, 1958. Sacramento: California State Department of Education, 1958.

DeGabriele, Eugene M. *Guidance Services for Adults.* Bulletin of the California State Department of Education, Vol. XXX, No. 7, August, 1961. Sacramento: California State Department of Education, 1961.

Handbook on Adult Education in California (Revised edition). Prepared by the Bureau of Adult Education. Sacramento: California State Department of Education, 1966.

Mann, George C., J. Wilson Getsinger, and Stanley E. Sworder. *Development of Adult Education in California* (Revised edition).

Bulletin of the California State Department of Education, Vol. XXVI, No. 13, December, 1957. Sacramento: California State Department of Education 1957.

Public Education at the Adult Level. Prepared by the Bureau of Adult Education. Sacramento: California State Department of Education, 1965.

DOCTORAL DISSERTATIONS

Babitz, Milton. "A Survey of the Characteristics and Purposes of Students in Preschool Parent Education Classes." University of California, Berkeley, 1960.

Barker, Lowell F. "Adult Education Classes Offered in Cooperation with Community Groups." University of Southern California, 1956.

Chapman, Charles E. "Some Characteristics of the Adult Part-time Students Enrolled in the Public Schools of Contra Costa County, California, During the Fall Term 1957." University of California, Berkeley, 1959.

Damon, Thomas F. "The Effectiveness of Various Practices in Disseminating Information About Public School Adult Education in California." Stanford University, 1957.

Davidson, Adele K. "A History of the California Association for Adult Education." University of California, Los Angeles, 1960.

Davis, Josephine. "Adult Aspirations and Adult Education." University of California, Los Angeles, 1965.

Dellefield, Calvin. "Aspirations of Low Socioeconomic Status Adults and Implications for Adult Education." University of California, Los Angeles, 1965.

Denoyelles, Lester C. "Administrative Policies and Practices for Granting the High School Diploma in the Evening High Schools in California." University of Southern California, 1960.

Ferguson, Philip M. "Practices in the Administration of Adult Education in the Public Schools of California." Stanford University, 1951.

Getsinger, J. Wilson. "The History of Adult Education in the Public Schools of California." Stanford University, 1948.

Hathaway, William R. "The High School Diploma Program in Public Adult High Schools." University of California, Los Angeles, 1964.

Haworth, Edward. "The Expressed Educational Needs of Older-age Adults in Two Senior Centers." Stanford University, 1955.

Hockabout, Marvin C. "The Inservice Teacher Training Program for Teachers of Adults in California." Stanford University, 1952.

Hurlbut, E. V. "Financing Public School Adult Education in the State of California." University of California, Berkeley, 1957.

Jackson, G. Alden. "A History of the Adult Education Program in the Los Angeles Public Schools." University of California, Los Angeles, 1957.

Johnston, William. "The Integration of Minors in Classes for Adults in 27 Los Angeles City Adult Schools." University of California, Los Angeles, 1965.

Martinez, Frank R. "Criteria for the Evaluation of the Curriculum in Adult Education." University of Southern California, 1963.

Mezirow, Jack D. "The Coordinating Council Movement of Los Angeles County and Its Implications for Adult Education." University of California, Los Angeles, 1955.

Myres, John. "Administrative Personnel in Adult Education." University of Southern California,1965.

Preston, James M. "A Study of Continuing and Noncontinuing Adult Students." University of California, Berkeley, 1958.

Ride, Dale B. "Public Education for the Aging—A Determination of the Educational Desires of the Aging and Recommendations for

More Adequately Involving Them in the Santa Monica Adult Education Program." University of California, Los Angeles, 1954.

Sheblak, Vernon B. "Financing of Adult Education in the United States with Special Application to the State of California." University of Southern California, 1953.

Shrock, John G. "Functions of Methodology in Adult Education Ceramics Classes." Stanford University, 1953.

Smith, J. Richard. "Validation of the Objectives of Public School Adult Education." University of California, Los Angeles, 1966.

Svenson, Elwin V.
"A Study of Professional Preparation Programs for Leaders in Adult Education Offered by Schools of Education." University of California, Los Angeles, 1954.

Westby-Gibson, Dorothy. "An Analysis of Family Problems by Selected Socioeconomic Levels with Implications for Family Life Education for Adults." University of California, Berkeley, 1956.

PERIODICALS

Adult Education. Quarterly published by the Adult Education Association of the U.S.A., 1225 19th St., N.W., Washington, D.C. 20036.

Adult Leadership. Published September through June by the Adult Education Association of the U.S.A., 1225 19th St., N.W., Washington, D.C. 20036

CAAEA Newsletter. California Association of Adult Education Administrators, Room 3, 199 W. Las Tunas Dr., San Gabriel, Calif. 91776.

Continuing Education for Adults. Biweekly newsletter of the Center for the Study of Liberal Education for Adults, 138 Montfort St., Brookline, Mass. 02146.

Council News. California Council for Adult Education, Room 3, 199 W. Las Tunas Dr., San Gabriel, Calif. 91776.

The Pulse of Public School Adult Education. Published eight times a year and distributed to members of the National Association for Public School Adult Education, 1201 16th St., N.W., Washington, D.C. 20036.

Swap Shop. Published six times a year by the National Association for Public School Education, 1201 16th St., N.W., Washington, D.C. 20036.

Techniques for Teachers of Adults. Published eight times a year by the National Association for Public School Adult Education, 1201 16th St., N.W., Washington, D.C. 20036.

ARTICLES

Allen, Lindley S. "Adult Education Offers Teachers Stimulating Opportunities," *Journal of Secondary Education,* XXXVI (May, 1961), 270-72.

Babitz, Milton. "Characteristics and Purposes of Adults in California's Preschool Parent Education Program," *California Schools,* XXXI (October, 1960), 421-24.

Bailey, Thomas D. "The School Administrator's Responsibility for Providing an Adequate Program of Adult Education," *School Life.* XLII (February, 1960), 5-9.

Bergevin, Paul. "Means and Ends for Adult Education," *Adult Leadership,* XII (November, 1963), 149-52.

Blakely, Robert J. "The Thistle: Planning an Adult Basic Education Program," *Adult Leadership,* XIV (April, 1966), 322-24, 348-49.

Boyd, Robert D. "The Teaching of Adults–a Polemic," *Adult Education,* XII (February, 1964), 227-28.

Crabtree, Arthur P. "Adult Education and Our National Purpose," *Adult Leadership,* IX (December, 1960), 172-74, 194-97.

———. "Purposeful Education for Adults," *NEA Journal,* L (October, 1961), 27-28.

———. "Teachers and Administrators in the Adult Education Program," *Journal of Secondary Education,* XXXVII (February, 1962), 89.

———. "A Vision of Greatness," *Adult Leadership,* XII (December, 1963), 162-64.

Delker, Paul V. "New Dimensions in Adult Education," *Adult Leadership,* (September, 1965), 82-84

Engleman, F. E. "Adult Education Dimensions and Necessities," *School Life,* XLIV (February, 1963), 8-13.

Gnagey, T. P. "Coming Revolution in Education," *Adult Education,* XV (Autumn, 1964), 9-16.

Gunn, Henry M. "How to Finance Adult Education," *American School Board Journal,* CXL (March, 1960), 16-17.

Houle, Cyril O. "The Obligation of the Junior College for Community Service," *Junior College Journal,* XXX (May, 1960), 502-16.

Hubbard, John M. "An Adult Approach to Adult Education," *CTA Journal,* LX (October, 1964), 14-16.

Jansen, Glenn, and Frederick A. Goranson. "Adult Education–To Be or Not to Be!" *Adult Leadership,* XIV (November, 1965), 157-58.

Knowles, Malcolm S. "The Future of Adult Education," *School and Society,* XC (September, 1962), 285-90.

McCarthy, Virgil L. "Adult Education: A New Frontier," *Adult Leadership,* XIII (September, 1964), 73-74.

McCollum, John. "Adult Education and the Development of Human Resources," *Adult Leadership,* XIII (December, 1964), 173-74.

"No Room at the Bottom," *NEA Journal,* LIII (May, 1964), 44.

Proctor, James O. "Day-School Teachers and Adult Education," *NEA Journal,* L (March, 1961), 61-62.

Reetz, Maurice. "The Role of Adult Education in Preparing Youth for Employment," *Journal of Secondary Education,* XXXVIII (February, 1963), 125-28.

Schenz, Robert F. "Undereducated Adults," *NEA Journal.* LII (January, 1963), 18-20.

———. "Adult Education in California, 1964-65 – A Statistical Summary," *California Education,* II (June, 1965), 21-23.

Stacy, W. H. "Lifelong Challenge," *Adult Education,* XVI (Spring, 1966), 175-80.

ERIC Clearinghouse
SEP 16 1969
on Adult Education

I6-137 (1715) 75146–300 10-68 4M